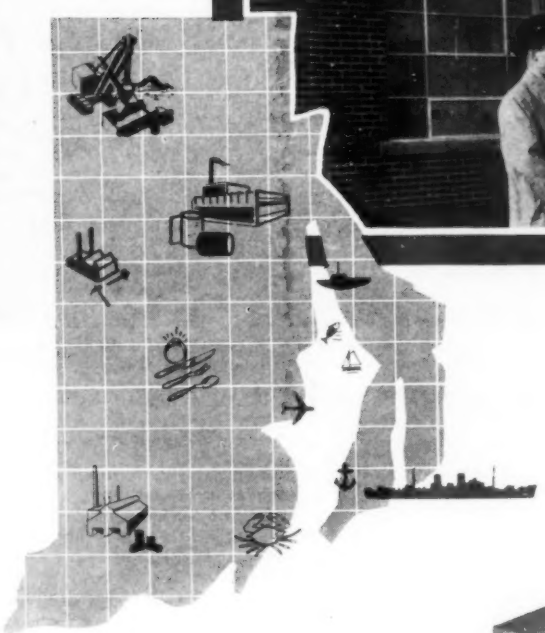
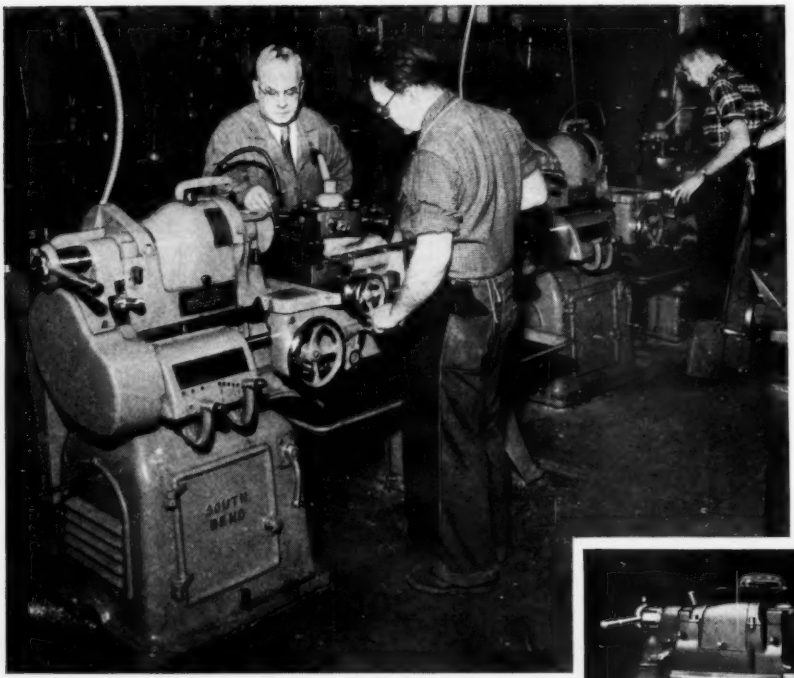
American VOCATIONAL Journal

April 1958

the journal salutes RHODE ISLAND





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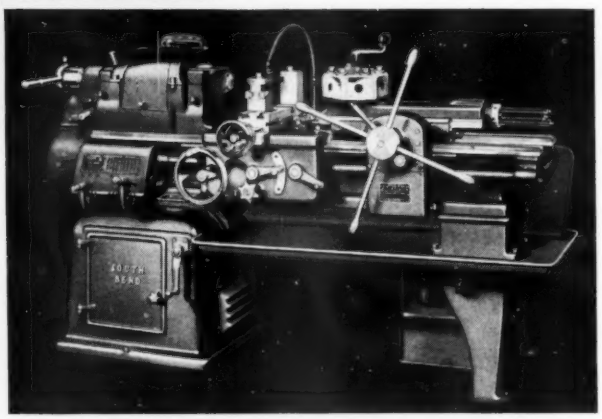

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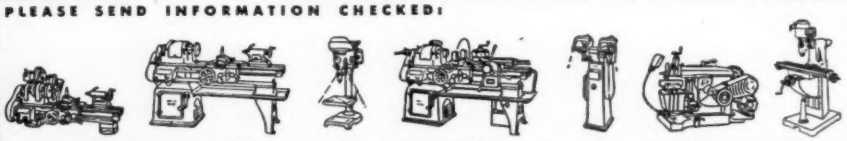

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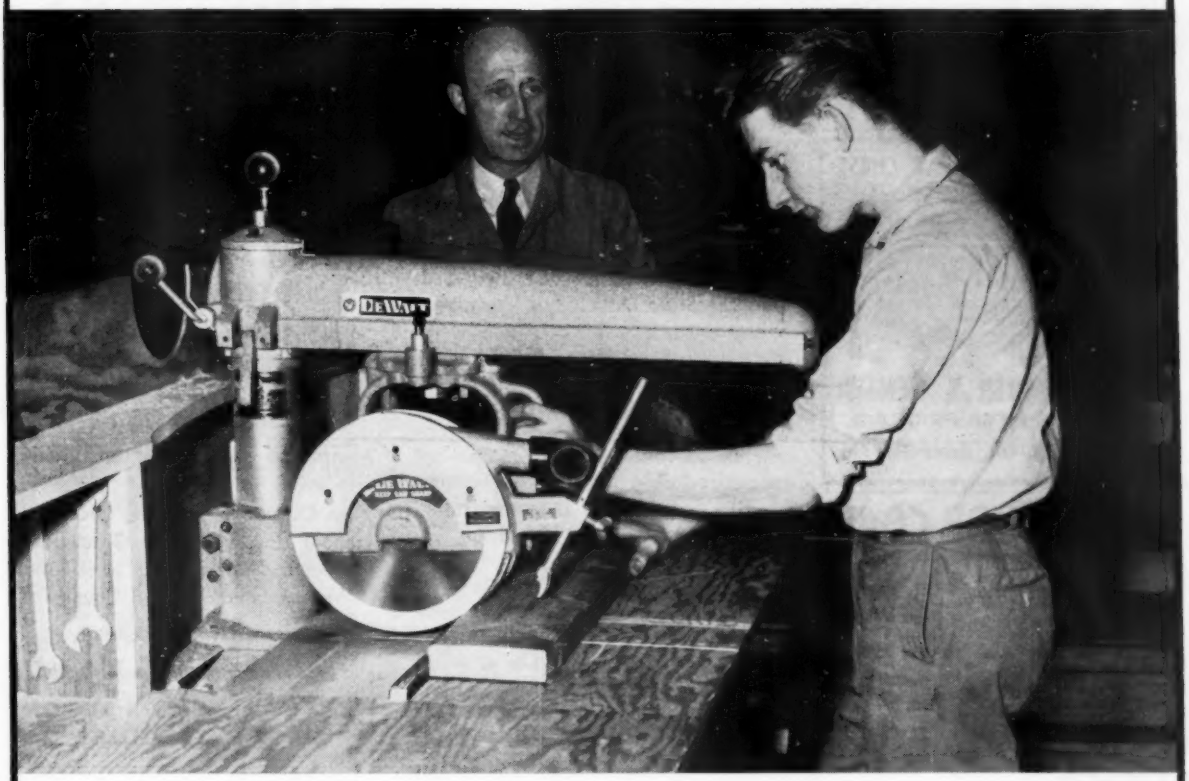

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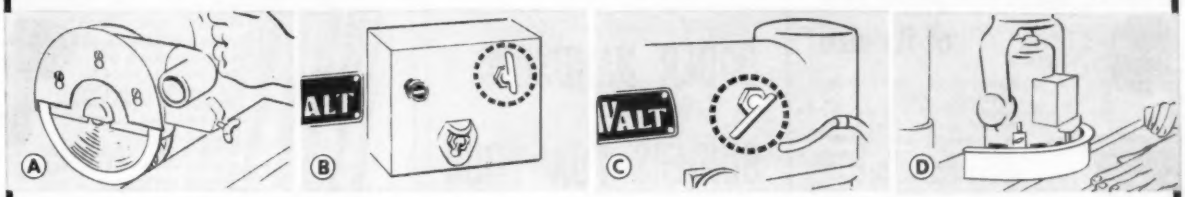

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COMMENT

We like everything about the "Salute to North Carolina" issue of the AMERICAN VOCATIONAL JOURNAL. With the materials we sent, you and your staff have done an excellent job. All members of my staff join me in thanking you for this salute . . .

We think it is just about the best salute that has been made to a state, but of course we could be a little prejudiced.—J. WARREN SMITH, North Carolina State Director of Vocational Education.

* * *

I have watched the JOURNAL improve over a period of years and I want you to know I think it now represents an outstanding example of specialized field reporting.—SAMUEL M. BURT, Executive Director, International Graphic Arts Education Association.

* * *

Recent issues of the JOURNAL have been especially interesting and informative in these days when so many events are happening that involve national legislation and education. You are doing an excellent job.—CLYDE H. WILSON, Professor, Industrial Education, University of Tennessee.

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THE COVER

The keys to Rhode Island's new State Vocational-Technical School, Corliss Park, Providence, were turned over to Governor Dennis J. Roberts at special ceremonies January 30.

Officials in attendance included, l. to r.: James C. Colton, Director of Administration; Michael F. Walsh, Commissioner of Education; F. Sheldon Davis, State Director of Vocational Education; Joseph T. Rubien, Moloney & Rubien Construction Co.; Governor Roberts; Francis Chiaverini, Chief, Division of Architecture; Joseph M. Mosher Sr., and Joseph M. Mosher, Jr., Architects.

Scheduled to open next fall, the new school will offer training in machine shop, electricity, auto mechanics, carpentry and cabinet work. Similar technical schools may later be established throughout the state.

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All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Order library and nonmember subscriptions at $3.00 a year from AVA, 1010 Vermont Ave., N.W., Washington.

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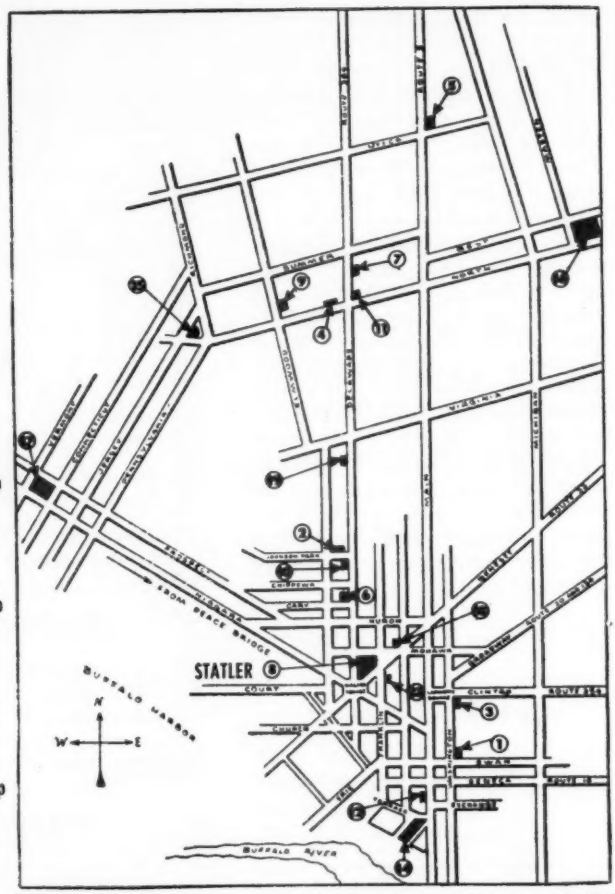

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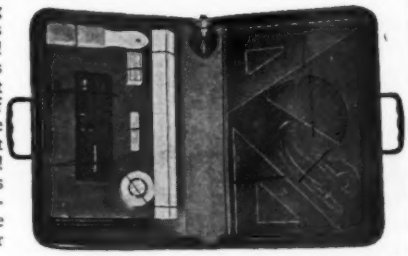

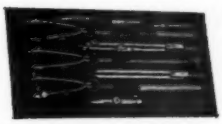

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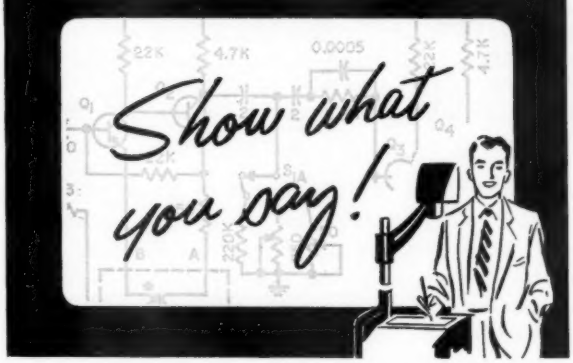

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Applause

—to the Wyoming Vocational Association for their new *Vocational Education News.* Edited by the Vocational Division, State Department of Education, two issues of this fine publication have already been produced. The current number includes congratulations from NVATA Past President Robert J. Bishopp, Powell, who comments:

"To my knowledge this is a 'first' for vocational education in Wyoming. . . . I hope you will be successful in getting our teachers to contribute articles for it will be through participation of all members that the newsletter will have worth to the Association."

* * *

—to Pennsylvania's DE coordinators for honoring A. L. Jones, Eastern Representative, the Sears-Roebuck Foundation, on the eve of his retirement. At the annual farmer-business dinner held in Harrisburg last January the coordinators presented Mr. Jones with an oil painting because of his "devoted service and great contribution to the progress of distributive education in Pennsylvania."

The painting depicts a scene close to Mr. Jones' farm in Eastern Maryland. Presentation was made by Mrs. Kathryn Clark, McCaskey High School, Lancaster, Pa.

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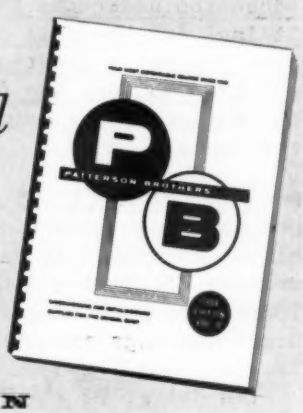

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Latest Word from WASHINGTON

► THE JOURNAL SALUTES RHODE ISLAND—the nation's smallest but most densely populated state. Here, as Governor Dennis J. Roberts points out in his fine editorial, a labor force of more than 365,000 well trained men and women comprises one of America's highest concentrations of skilled and semi-skilled workers.

Here, too, the need for vocational training was recognized as far back as 1890 when a far-sighted citizen gave the public schools a gift of money ear-marked for the construction of the Townsend Industrial School, now the vocational division of the Rogers High School, Newport.

In saluting the State of Rhode Island, the JOURNAL also proudly salutes that great humanitarian—the Honorable John E. Fogarty—recipient of the AVA Citation in 1956, and for many years a champion of vocational education in National Congress.

To find out exactly how vocational education has contributed to the perpetuation of Rhode Island's industrial strength and progress, be sure to read our April salute pages 13-20.

► APPROPRIATIONS FOR FISCAL 1959. On March 27 the U. S. House of Representatives approved the Appropriation bill (H.R. 11645) for the Departments of Labor and Health, Education and Welfare. This measure carries an item of $33,750,081 for vocational education under the George-Barden Act and $7,138,331 under the Smith-Hughes Act. It includes the full amount authorized for agriculture, distributive education, home economics and trades and industry; $4 million for practical nurse training; and $228,000 for the fishery trades. The House approved the amount recommended by the Bureau of the Budget. In all probability the Senate will concur in the action of the House.

► PENDING EDUCATION LEGISLATION. The Senate Labor and Public Welfare Committee and the House Education and Labor Committee have held hearings on education measures almost continuously since Congress reconvened. It appears that the Hill-Elliott measure (S. 3187 and H.R. 10381) and the Administration measure (S. 3163 and H.R. 10278) are receiving most attention. Senate hearings have been concluded. The House hearings are still in progress.

In all probability the Senate Labor and Public Welfare Committee will, within the next few weeks, report to the Senate floor some education measure. It probably will be a compromise of the two measures mentioned above. The Hill-Elliott measure (S. 3187 and H.R. 10381) carries a Title (XII) which authorizes $20 million annually for area vocational education programs. Vocational educators are hopeful that this Title, or some Title authorizing additional vocational funds will constitute a part of whatever measure is approved by the Senate Labor and Public Welfare Committee. There is much evidence that such an item in a bill would greatly increase the chances of approval of an education measure by National Congress.

A complete list of all members of the Senate Labor and Public Welfare Committee and the House Education and Labor Committee is carried on page 11 of this issue of the JOURNAL. These are the committees that handle all education legislation in the House and Senate.

► AVA WITNESSES. Nine AVA witnesses from every region of the nation testified before a Subcommittee of the House Education and Labor Committee in support of Title XII of H.R. 10381 on March 10. This title authorizes $20 million annually for area vocational education programs essential to national defense. The same witnesses appeared before the full Senate Labor and Public Welfare Committee in support of identical provisions in S. 3187 on March 11.

While it is too early to predict the outcome of the hearings, it is a fact that members of the House and Senate Committees were outspoken in their support and appreciation of vocational education. AVA witnesses were complimented on their fine presentations. They revealed facts showing that vocational education has made, and will continue to make, major contributions to our national defense and to the economic security of the United States.

► MORE ABOUT THE JOINT COMMITTEE REPORT. Upon request you may secure from one of your Senators or your Representative a copy of The Joint Federal-State Action Committee Progress Report No. 1. Copies may also be purchased for 25 cents each from the Supt. of Documents, GPO, Washington 25.

State Vocational Director A. E. Robinson of Louisiana appeared before the Intergovernmental Relations Subcommittee of the House Operations Committee on February 24 to testify in opposition to the recommendations made by The Joint Federal-State Action Committee—to eliminate federal funds for vocational education. Mr. Robinson made an excellent presentation. Upon request, we will send a copy of his statement to any AVA member.

More and more weaknesses of the proposal of the Joint Committee are coming to light. It is not a proposal to help the federal budget. It proposes to give up $148 million annually in federal telephone taxes and eliminate a total of $84,479,000 for aid to states for vocational education and sewage treatment construction. This would cost the federal government $63,521,000 annually. This is $26,114,000 more than the federal funds spent by states for vocational education in 1956—the year included in the report of The Joint Committee.

Almost 70 per cent of the $148 million from telephone taxes would go to 12 large, wealthy states. These same states are presently receiving only about 41 per cent of federal funds under existing laws for vocational education and sewage treatment construction. Poor states—those with a low average per capita income—would lose considerably under the proposed plan.

From these facts, it is crystal clear that the proposal of The Joint Committee—purposely or unwittingly—is a plan to favor large, wealthy states and at the same time cripple and destroy our nationwide program of vocational education.

According to the testimony of a member of The Joint Federal-State Action Committee (who is also a member of President Eisenhower's Cabinet), all the Governors who are members of this committee approved the elimination of federal funds for vocational education (a part of the over-all proposal of The Joint Committee) with the exception of Gov. Coleman of Mississippi who never attended a meeting of the committee, and Gov. Collins of Florida, who was appointed after Progress Report No. 1 was released.

The following are the Governors who are members of The Joint Committee: Lane Dwinell, N. H., (Co-Chairman); Victor E. Anderson, Neb.; Price Daniel, Tex.; George Docking, Kans.; George M. Leader, Pa.; Theodore R. McKeldin, Md.; Dennis J. Roberts, R. I.; Robert E. Smylie, Idaho; LeRoy Collins, Fla., (replaced Gov. Coleman of Mississippi who resigned); William G. Stratton, Ill., (ex officio).

Eight of the ten states represented by Governors on The Joint Committee would receive more money under the proposal than under present laws for vocational education

and sewage treatment construction. Only the states of New Hampshire and Idaho would receive less. The home states of all the members of The Joint Committee appointed by President Eisenhower to represent the federal government would profit financially by the proposal of The Joint Committee.

In light of these facts, many are asking—"Is this a stacked committee of Governors and federal officials whose states would profit should the proposal of The Joint Committee be put into operation?" Poor states would stand to lose materially from this proposal. So would the federal government. Many are beginning to wonder what is the purpose of the proposal. It will not help the federal budget. It will cripple and destroy vocational education in poor communities.

We can't believe it was purposely planned with the idea of crippling and destroying vocational education. Yet it would do just this—and at the same time increase the financial burden of the federal government. No wonder the proposal is being referred to as "crazy".

We have been told that The Joint Committee's proposal will be presented for consideration at the National Governors' Conference to be held in Miami in May of this year. Friends of vocational education in some states have let their Governors know they want this proposal defeated. They are acting on the theory that unless opposition to the proposal is registered with the Governors they might assume the proposal is satisfactory to vocational educators and to friends of the program.

► PRESIDENT R. E. BASS. AVA President R. E. Bass, who underwent a serious operation in early January, is now back on the job. We are certain that AVA members everywhere rejoice in his speedy recovery and wish him good health in the future. Mrs. Eva W. Scully, AVA Past President, officiated as Acting President for Mr. Bass during his illness. The officers of AVA, in behalf of the entire membership, extend deep appreciation to Mrs. Scully for her gracious acceptance of this responsibility.

► THE '58 CONVENTION. If you are looking forward to seeing the Niagara Falls and other scenic wonders of the New England states and Canada either before or after the AVA Convention in Buffalo, you may want to write for descriptive brochures. Information is available on request from the Information Bureau, Chamber of Commerce, Niagara Falls, N. Y., and also from the Canadian Tourist Bureau, Ottawa, Ontario, Canada.

The '58 convention program will be published in full in the May issue of the JOURNAL. A hotel reservation blank appears in this issue of the JOURNAL for your convenience. Be sure to plan now to attend!

► PRESIDENTIAL ELECTION. The election of Dr. H. H. London, Professor and Head, Industrial Education, University of Missouri, as AVA President for the membership year that begins December 1, 1958 is announced on page 12 together with a breakdown by states of the percentage of AVA members who voted. In spite of the fact that ballots were mailed to all those whose current membership was registered at AVA headquarters as of February 1, only 5,397 participated. This is approximately one-sixth of our 1958 membership.

The privilege of voting by mail ballot for AVA presidents is extended to the membership through provisions of the AVA Constitution. We hope that a larger percentage of AVA members will take this opportunity to voice their preference for this office in subsequent elections.

W. D. Mobley

Executive Secretary and Editor-in-Chief

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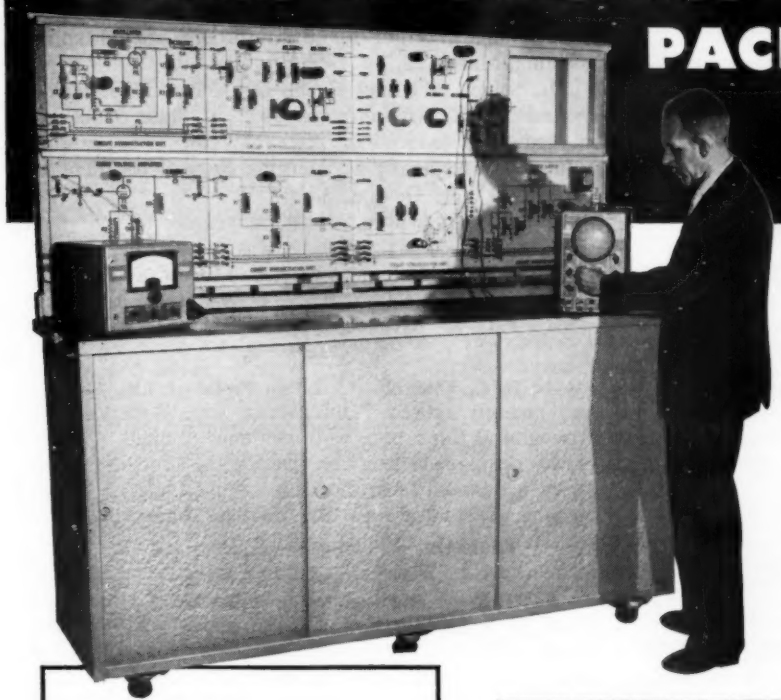

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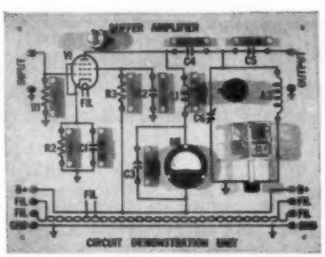

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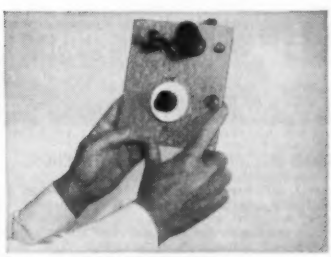

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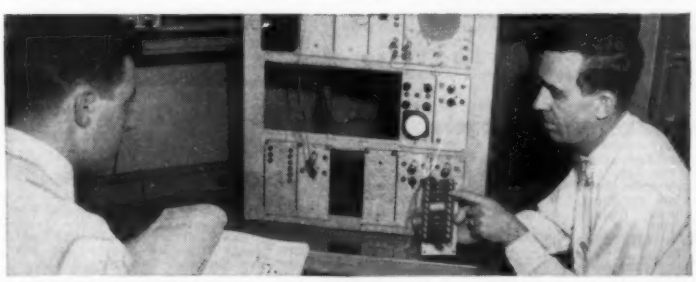

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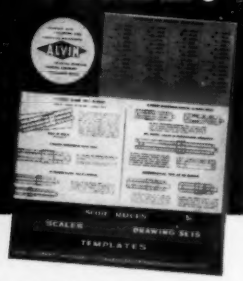

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Applause

—to members of the Maryland Vocational and Practical Arts Association for scheduling memorial tributes to Dr. John J. Seidel and Prof. Glen D. Brown as part of the general program for their fortieth annual spring meeting, March 22.

Dr. Seidel, who had served the Maryland State Department of Education since 1927 as State Supervisor of Industrial Education, State Director of Vocational Education and finally as Assistant State Superintendent of Schools, died October 30.

Prof. Brown, whose educational career in Maryland dated back to 1931 when he was Supervisor of Part-time Education, Baltimore City, had served as Professor of Industrial Education at the University of Maryland since 1954. He passed away November 8.

* * *

—to H. C. Fetterolf, AVA Past President, Life Member and recently retired Pennsylvania State Supervisor of Agricultural Education, who continues to chalk up honors for distinguished service. During the course of Pennsylvania's annual farm show he was paid special tribute by three different groups: the Young Farmers, the Farm and Home Safety Council and the FFA.

* * *

—to H. Roger Madison, vo-ag instructor at Cairo, Ga., since '39, for his election as '58 President of the Cairo-Grady County Chamber of Commerce, the area's top civic agency for the past 32 years.

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Late Convention News

Dr. Lawrence G. Derthick, U. S. Commissioner of Education, will address one of AVA's general convention sessions.

* * *

Plans for the first workshop for editors of vocational and practical arts publications are well underway. Sponsored by the American Vocational Journal staff and members of the Journal Editorial Board, the half-day session, if successful, will be scheduled annually.

Editors of state magazines, newsletters and other publications are being polled as to the type of program they would prefer.

Editorial Board members will form a panel for a question and answer session that will be integrated with the topics of discussion.

* * *

The May JOURNAL will include the convention program in full, last minute announcements and a complete list of commercial exhibitors. The September issue will be available to all those who register in Buffalo.

* * *

The buffet supper and trip to Niagara Falls Tuesday, Aug. 11, is bound to be a convention highlight. AVA members who plan to combine convention attendance with family vacations will be particularly interested in this unique feature. Take-off: 4:30 p.m.

* * *

An excellent turnout of members of the Canadian Vocational Education Association is expected. Canada's formal affiliation with AVA was announced at the Philadelphia meeting (1957). AVA members throughout the nation will welcome the active participation of this group in Buffalo sessions.

For Your Information—

SENATE LABOR AND PUBLIC WELFARE COMMITTEE

Democrats	Republicans
Lister Hill, Ala.	H. Alexander Smith, N. J.
James E. Murray, Mont.	Irving M. Ives, N. Y.
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John F. Kennedy, Mass.	Barry Goldwater, Ariz.
Pat McNamara, Mich.	Gordon Allott, Colo.
Wayne Morse, Oreg.	John Sherman Cooper, Ky.
Strom Thurmond, S. C.	

HOUSE EDUCATION AND LABOR COMMITTEE

Democrats	Republicans
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Adam C. Powell, Jr., N. Y.	Carroll D. Kearns, Pa.
Cleveland M. Bailey, W. Va.	Clare E. Hoffman, Mich.
Carl D. Perkins, Ky.	Albert H. Bosch, N. Y.
Roy W. Wier, Minn.	Joe Holt, Calif.
Carl Elliott, Ala.	John J. Rhodes, Ariz.
Phil M. Landrum, Ga.	Stuyvesant Wainwright, N. Y.
Lee Metcalf, Mont.	Peter Frelinghuysen, Jr., N. J.
James Roosevelt, Calif.	Donald W. Nicholson, Mass.
Herbert Zelenko, N. Y.	William H. Ayres, Ohio
Frank Thompson, Jr., N. J.	Robert P. Griffin, Mich.
Stewart L. Udall, Ariz.	Harry G. Haskell, Jr., Del.
Elmer J. Holland, Pa.	
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(These are the committees that handle all education legislation other than appropriations for both the House and the Senate.)

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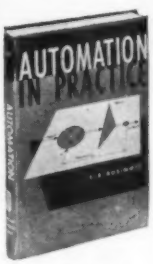

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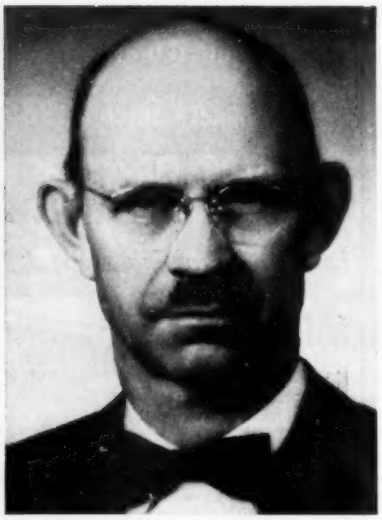


DR. H. H. LONDON, Professor and Head, Industrial Education, University of Missouri, was named to succeed R. E. Bass as AVA President for the 1958-59 year in the Association's second election by ballot March 10.

Official tellers, appointed by the AVA Executive Committee, were:

William D. May, industrial arts teacher, Arlington, Va., Chairman;

Sarah F. Brisker, secretarial training teacher, Washington, D. C.; and

Nellie S. Buckey, Supervisor of Home Economics, Baltimore, Md.

Several additional persons were present March 10 to open envelopes and turn ballots over to the tellers for counting.

In compliance with provisions of the AVA Constitution, this is to certify to the Executive Committee of the American Vocational Association, Inc., that

Dr. H. H. London
Professor and Head, Industrial Education
University of Missouri
Columbia, Mo.,

has been duly elected AVA President for the 1958/59 year by virtue of the fact that he received a majority of the votes cast by AVA members from a careful count by authorized tellers of the ballots mailed to the Washington headquarters office of the AVA postmarked not later than March 10, 1958.

We further certify that when we began our duties as tellers, we found that all ballots received in official designated envelopes marked "Ballot" were unopened.

Official tellers pause to chat. They are: Sarah F. Brisker, William May, Nellie S. Buckey.

BALLOTING RESULTS

STATES	Percent of members who voted
Alabama	19.5
Arizona	29.8
Arkansas	18.3
California	33.2
Canada	66.6
Colorado	30.8
Connecticut	23.4
D.C. (Washington)	37.8
Delaware	21.5
Florida	19.5
Georgia	13.8
Hawaii	18.0
Idaho	21.4
Illinois	19.1
Indiana	21.1
Iowa	26.2
Kansas	26.2
Kentucky	13.6
Louisiana	16.1
Massachusetts	18.9
Maine	32.5
Michigan	32.9
Minnesota	23.2
Mississippi	18.9
Montana	16.0
Missouri	35.7
Maryland	26.3
Nebraska	33.9
Nevada	22.2
New Hampshire	13.1
New York	15.7
New Jersey	28.3
New Mexico	19.5
North Carolina	14.7
North Dakota	17.8
Ohio	24.5
Oklahoma	13.5
Oregon	25.3
Pennsylvania	32.3
Puerto Rico	16.8
Rhode Island	30.2
South Carolina	11.6
South Dakota	18.1
Tennessee	20.2
Texas	19.1
Utah	25.9
Vermont	25.6
Washington	21.0
West Virginia	17.8
Wisconsin	24.2
Wyoming	25.1
Virginia	25.8
International	17.6
Total	22.05

Guest Editors

by Dr. Michael F. Walsh
Commissioner of Education

THE CHIEF PURPOSE of education is to perpetuate a way of life and every person has personal responsibility to contribute to and improve the society of which he is a part.

Automation, Sputnik, atomic power, solar energy, cobalt 60, and now Explorer and Vanguard are all terms that are part of the vocabulary of the present day secondary student. There are such things as new processes, new materials, new tools, and new manufacturing methods. Moreover, there are new social and economic changes resulting from this age of automation.

Such things as the growing population, worker displacement, the family of trades, upgrading of workers, the increase in skilled and semi-skilled workers, increased production, shorter work week, greater use of leisure time, social responsibilities of both labor and management, and improved technical education present a challenge to the vocational educator.

The scientists and engineers conceive and execute plans for the multiple scientific and industrial projects, but it is the every-day workers who give them form and function. There is that creative imaginative force and inventiveness which determines the use and function of the multiple things in our lives. It is in such intangibles as sound judgment, job satisfaction, and human understanding which determine the success or the failure of one's endeavors.

There is a growing awareness by the educational leaders, the government officials, labor and industry of the real importance of vocational education.

Vocational education is a most important segment of our educational program, not only in its development purposes on the regular program, but also in the maintaining of standards and in the organization for the cohesion of the program in meeting the training and retraining of workers in times of emergency.

Vocational education in Rhode Island consists of agricultural education, practical nurse education, home economics education, vocational guidance, and trade and industrial arts education. All programs serve both our in-school youth and our adult population.

The latest contribution to improve vocational education in Rhode Island has been the dedication of a state vocational school and technical institute. This is the first major step in the development of a vocational program that will serve all the needs of Rhode Island economy.

The state school was the result of a cooperative committee composed of leaders in industry, labor, business, government, and education. Rhode Island looks ahead to a brighter future in vocational education.

by F. Sheldon Davis
State Director, Voc'l Education

THE TRAINING OF youth in industrial skills in the public schools in Rhode Island commenced in the latter part of the 19th century. One of the early phases was the so called Sloyd type which was conducted at the Rhode Island Normal School.

Shortly thereafter, the Manual Training High School was established in Providence. This later became the Providence Technical High School which operated until the 1930's.

The need for vocational training was felt in Newport in the 1890's, and a Mr. Townsend gave a gift of money to the public schools for the purpose of building the Townsend Industrial School. This became the vocational division of the Rogers High School in that city and is now incorporated in the new high school.

Early in the 20th century the industrial programs expanded rapidly throughout the state due to the federal act which made funds available for this purpose.

The first state appropriation for industrial education was made in 1912. This law provided state aid not exceeding one-half the amount expended by the town for the purchase of apparatus necessary for instruction in manual arts and household arts in the public schools and an amount not exceeding one-half of the entire expenditure for instruction. This applied to day or evening courses for vocational education approved by the State Board of Education.

The state accepted the provision of the Smith-Hughes Act in 1918 and the George-Barden Act in 1948.

The history of industrial and vocational education in the state has been one of steady growth which has accelerated in the last decade as a result of the interest and support of the Commissioner of Education, the Governor of the State and the State Board for Vocational Education. With the support of labor and industry, it has been possible to secure funds through a bond issue voted on by the people of the state for the construction of the first state operated vocational technical school. This is in addition to the vocational programs which are operated under local home rule in 22 of the 39 cities and towns in the state.

The staff of the vocational division should be given credit for their fine work and cooperation with the local school committees, superintendents and teachers whose interest has supported the program designed to increase the skills of the residents of the state.

The Journal Salutes

RHODE ISLAND

"Vocational education holds out great promise . . ." *Governor Dennis J. Roberts*

VOCATIONAL EDUCATION holds out a great promise to the future growth and development of our industrial state. There is need for further promotion and development of vocational education in Rhode Island.

Here in Rhode Island, much has been done to attract diversified industries. The Rhode Island Development Council, established by the General Assembly of 1951 as a state agency within the Executive Department, is charged with four primary functions: research, planning, promotion, and the dissemination of information. One of the Council's basic research duties is the maintenance of an up-to-date inventory of Rhode Island resources.

Rhode Island's labor force of over 365,000 intelligent, industrious men and women offers the highest concentration of skilled and semi-skilled workers in the nation's oldest and most experienced manufacturing area. Over a period of 160 years, labor and management have learned to work together productively and peacefully.

Rhode Island is a manufacturing state. Manufacturing industry accounts for 44 per cent of the total employment opportunities, almost double the United States average of 24 per cent. A breakdown of manufacturing employment indicates Rhode Island's concentration in four leading industries: textiles, metal trades, jewelry-silverware and crafts. Agriculture, forestry and fisheries, in contrast, account for only 1.7 per cent of total employment.

The perpetuation of this industrial growth and the skilled labor force is contingent upon the strengthening and the extension of vocational education to a greater percentage of our youth and adults. To this end, Rhode Island established its first vocational technical school.

Vocational education is serving the needs of this industrial state by providing the skills and technical knowledge to the men and women in our labor force, thus making a worthy contribution to our expanding industrial economy.

Rhode Island welcomes this opportunity to appear in these pages. We are proud and honored by the JOURNAL's salute to Rhode Island. The people of this small state return the salute to the American Vocational Association.

Rhode Island's acceptance of the Declaration of Independence was officially proclaimed from the second floor balcony of this historic Old State House, Washington Square, Newport. Built in 1739 to house General Assembly and other meetings, it has been restored.

About the land of Roger Williams . . .

ROGER WILLIAMS, who was banished from the Massachusetts Bay Colony because of his religious beliefs, founded Providence in 1636 and formed the colony of Providence Plantations under the authority of a patent granted by a committee of Parliament in 1647.

In 1663 a Charter was granted by Charles the Second incorporating the settlements of Narragansett Bay as *The Governor and Company of the English Colony of Rhode Island and Providence Plantations in New England in America* and establishing their boundaries.

This liberal Charter guaranteeing freedom "in religious concernments" remained in force for 180 years until in 1843 the present state Constitution went into effect.

The General Assembly by an Act in July, 1776 titled this government as *The State of Rhode Island and Providence Plantations* thus giving the smallest state in the Union the longest title.

The land of Roger Williams is where the spirit of freedom of thought in all things, religious and civil, has developed a proud sovereign state. Its cities and towns are radiant with historic lore and mementos of the earlier settlers' struggles with the Indians and with the sea, struggles against the yoke of foreign oppression, the curse of slavery, and against all attempts to deprive them of that independence which their forefathers had instilled when creating a flourishing civil state with liberty to all.

The greatest length of this state is about 48 miles and its greatest width about 37 miles. Total land area comprises 1058 square miles; including water, 1214 square miles. The most remarkable feature of the state is Narragansett Bay which with its tributaries extends through the heart of the state—thus providing a coast washed by tidewater of about 400 miles.

The tributaries furnished water power for the textile mills and clear water for the processing of cloth. Samuel Slater designed the cotton spinning machines that started the first real cotton manufacturing plant in North America in 1790—the Slater Mill, now a textile museum located in the city of Pawtucket.

RHODE ISLAND today manufactures 75 per cent of all the lace and nets made in the United States in addition to cloth of cotton, rayon, silk, woolen, worsted, and glass. The state is also renowned for the manufacturing of machines and small tools, files, sprinkler systems, stapling machines, braiding, knitting and webbing, chemicals and paints, dyeing, bleaching and finishing, foundry and pipe fittings, garments, wire, and metal specialties. It is the center of the silverware and jewelry industry in the United States.

The agricultural areas in the state are market gardening, livestock and livestock products, poultry, fruit, potatoes and hay. The quarries produce lime and granite.

Fishing in Rhode Island is a sport and also an industry. Sport fishing is available in the many fresh water ponds and streams and in the salt water in Narragansett Bay and the Atlantic Ocean.

The commercial phase is centered in shell fishing in the bay, i.e., clams, oysters, quahaugs, and lobsters, and in edible and trash fish in the ocean.

Rhode Island is the most densely populated state in the union. It has an urban population of 84.3 per cent and a manufacturing employment of 44 per cent as compared to United States figures of 63.7 per cent and 25.3 per cent respectively.

Rhode Island lives by the skill of its hands and the ingenuity of its people. The total number of employees in 1953 was 239,898, and their earnings were $807,504,000.

In the 322nd year of its founding, Rhode Island looks forward to continued growth and expansion of its industries to meet the needs of the nuclear age.

THE SKILLS OF THE PEOPLE — A RICH, NATURAL RESOURCE

OFTENTIMES IT IS SAID that the most valuable and, to some extent, the only natural resource that Rhode Island has is the skills of its people.

Since 1790, when Samuel Slater emigrated to America and was hired by Moses Brown to construct and equip the first textile factory in America, the industrial skills of the people of this small state have enjoyed a widespread reputation. The successful developments of water, steam, electric and atomic power have presented a challenge to the inventive genius and craftsmanship of our industrial leaders. Rhode Island's foremost rank in textile manufacturing, the jewelry industry, and the machine tool industry cannot be questioned.

During the early stages of our industrial development over 20 different trades were represented in our jewelry and silversmithing industries and to each boys were regularly apprenticed.

"One of the great accomplishments of Brown and Sharpe, Pratt and Whitney, and Colt was the training of mechanics and the consequent diffusion of knowledge regarding the possibilities of interchangeable manufacture." [1]

FOR OVER 100 years Newport was one of the foremost cabinetmaking centers in America, and the cabinetmakers of this town were dominated by the genius of two families, the Townsends and the Goddards. These families, connected by marriage, were noted for their beautiful furniture, made first of walnut, and later, mahogany.

Dating back to 1697, examples of Townsend - Goddard furniture, which include hall clocks, desks, chests of drawers, secretaries and other pieces are to be seen in many museums, including those of the Rhode Island School of Design and the Rhode Island Historical Society.[2]

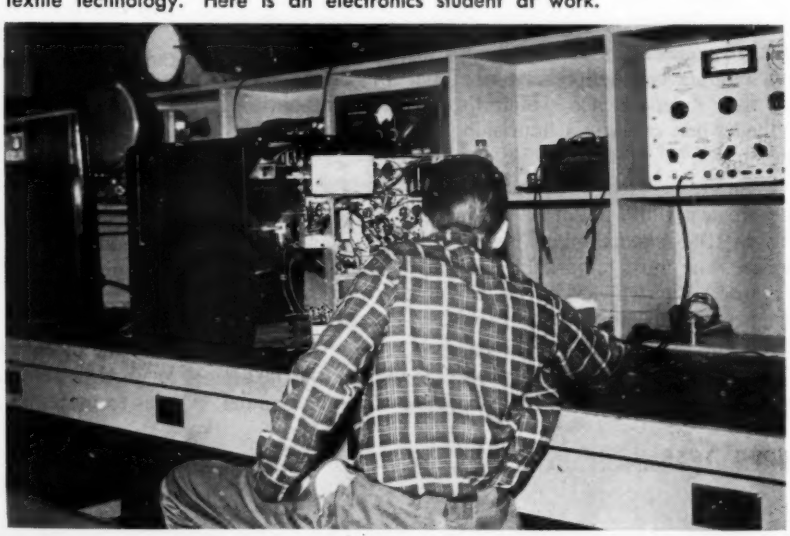
It was to preserve such a fine heritage that Rhode Island sought to perpetuate the skills of its craftsmen by establishing vocational trade and industrial education in the public schools. Public support dates back to 1912, when four communities participated in state-supported vocational education. Here today all of the 39 school districts have industrial arts education programs and ten communities carry on federally reimburseable trade and industrial programs.

All day trade and industrial education is designed to provide the basic training necessary for initial employment in the several trades. Provisions are made to include the required related subject matter which will enable the youth of our state to advance in the occupation of his own choosing to meet with the changing characteristics of our industrial developments. The new Vocational Technical School of Rhode Island will provide the youth of the state with basic knowledge and skills for entering employment in the metal trades industries, in the construction trades, in the automotive servicing occupations and in the electronic industries.

INDUSTRIAL ARTS has been an established foundation since 1878. Continually, it has developed and extended to all of the 39 communities of the state. The general shop has made strong inroads in our industrial arts program. Plastics, household mechanics, and electronics have earned a definite place in this shop. Foundation materials are surveyed and intelligent buying habits stressed. The industrial arts classes serve as a medium of self-expression for students taking part in the various school extra-curricular activities. The industrial arts shop facilities are used as community centers. Industrial arts instruction develops socially significant habits. Pupils learn to cooperate with one another and with their teachers. The instructions call for group planning and group action, as well as for individual initiative — situations that are very typical of adult life. The work is such as to call forth and develop the kinds of emotional, mental, and physical qualities essential to functional citizenship.

To meet the needs for professional training of its teachers, the Rhode Island College of Education, in cooperation with the State Department

Rhode Island's T & I offerings range from automotive repair to textile technology. Here is an electronics student at work.



[1] Bowen, Harold G. and Charles F. Kettering, *A Short History of Technology;* New Jersey: The Thomas Alva Edison Foundation, Inc., 1954, p. 74

[2] Gleeson, Paul F., *Rhode Island, The Development of a Democracy;* Rhode Island State Board of Education, Providence, R. I., 1957, p. 231

A NEW ERA FOR TRADE AND INDUSTRIAL EDUCATION

Cabinet making, vocational department, Roger High School

Automotive shop: distributor testing

of Education, has established an in-service vocational - industrial degree training program. A highlight of this program is the granting of 36 semester hours of college credit for applied skills. Over 15 in-service teachers have been granted this degree.

Whatever the implications of the age of automation—Friend or Foe—it behooves us in trade and industrial arts education to take hold of the situation at hand and analyze our present curriculum offerings in the light of present day needs and situations. If we are to integrate our work with industrial needs, prepare our youth and serve our adults of the community through the use of tools, materials, and processes of industry, we must gear our trade and industrial arts program to fit into present day needs. It is in keeping with this philosophy that Rhode Island is embarking on a new era of trade and industrial education.

Adult trade and industrial education in Rhode Island plays an important part in the training of apprentices in the building trades and the jewelry industry.

Course outlines, attendance records, and progress of the apprentice are checked at regular intervals by the Advisory Committee which is composed of representative labor and management in the various trades.

Qualified specialists are employed from the various trades and trained in teacher training courses.

Teacher trainers and supervisors work individually with instructors in the shop or classroom during the instructional periods. The results of this approach have been better organization and use of instructional material.

The related instruction courses for apprentices in the building trades are on the increase yearly with about 80 per cent attending classes at the present time.

The trade extension course enrollments are increasing each year. The following areas, electronics, radio and television, machine shop, and jewelry trades are on the upgrade, while textiles are on the downgrade.

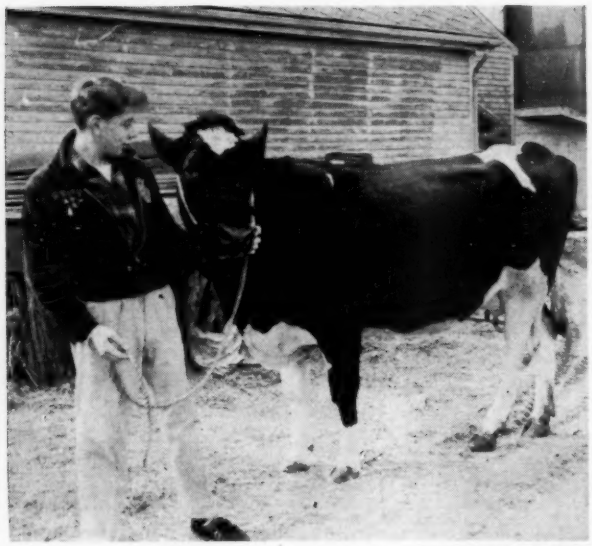
Close cooperation with industry is our goal. This has resulted in the courses becoming more technical, due to the changes in industry in our small state.

Apprentice training is now carried on in four centers throughout the state for the building and the machine trades.

The adult extension courses cover 25 different occupations from sign-painting through electro-plating for jewelry.

Below, Pawtucket trainees at work at Lebanon Mills. At right is an example of the program's close relationship with industry: a cooperative student checks with his coordinator and the General Superintendent, Lebanon Mills.

. . . ROOM FOR GROWTH IN AGRICULTURAL PRODUCTION



Agricultural education is important to "Little Rhody." At left, an FFA boy poses with Sears Roebuck Foundation calf. Center: a corner of the school greenhouse, E. Providence.

ALTHOUGH RHODE ISLAND is the smallest and most densely populated state in the country, originally a considerable amount of land area was devoted to agriculture.

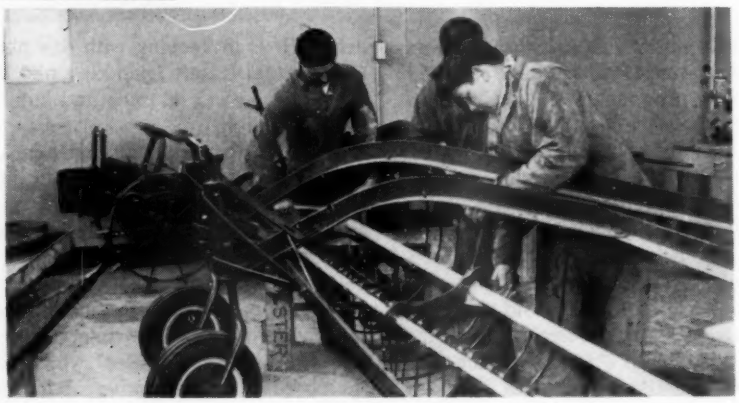
Prior to World War II, the population was concentrated chiefly around the metropolitan district of the capital city. Following that period, there has been a rapid movement of the city population to the suburban and rural areas. As a result, much of the best farm land of the state has been taken up by slow but consistent development of home sites and industrial parks.

AGRICULTURAL education in Rhode Island is chiefly concerned with dairy farming, poultry farming, market gardening and forestry.

In keeping abreast of the population shifts, there has been an increasing demand for vocational agriculture students with a basic knowledge and skill in floriculture and landscaping.

There is an increased demand among adult farmers for training in farm mechanics.

The Rhode Island State Association of the Future Farmers of America became affiliated with the National Future Farmers of America in 1949. This added impetus to the vocational agricultural program through the FFA contests, field days, fairs and state conventions that have become a regular part of the vocational agricultural student activities.



There is an increased demand for farm mechanics training.

We are fortunate to have had for the past several years, a former vocational agriculture student, John L. Rego, as State Director of Agriculture and Conservation. Through his efforts and the cooperation of many agricultural agencies within the state, much is being done to consolidate and strengthen the vocational agricultural education program.

In addition, we are pleased to have the complete services and advice of the Dean and Faculty in the College of Agriculture at the University of Rhode Island.

Although expanding industrial development has taken a sizeable percentage of the available farm lands, there is still room for increased production of agricultural products for an ever expanding economy.

New programs will be established to provide for agricultural education to meet the changing characteristics of the program in the state.

TEACHERS WORK TOGETHER TO MEET NEW FAMILY NEEDS

ALTHOUGH small, Rhode Island is a state of farmlands, industrial centers and busy coastal fishing villages.

In pace with national population growth, Rhode Island — the most densely populated—has shown an 11 per cent increase between 1940 and 1950. In 1940, the population was 713,343; in 1950, it was 791,896 —a gain of 78,436. This upsurge caused an increase of 60,215 more households.

Basic social and economic changes in society have resulted not only from population growth but also from industrial and military installations brought by World War II.

SIGNIFICANT among the important tasks confronting education today is the need to help the citizenry understand the values inherent in democratic living in a free society. Daily we see that if democracy is to prevail over totalitarianism it must devise and put into operation a program of education as effective for the application and interpretation of democratic ideals as totalitarianism has been effective in the advancement of its aims. To be effective that program of education must promote democratic living.

Satisfying home and family life is an important aspect of growth and development of individuals and is essential for living in a democracy. Education for home and family life should be an integral part of total education for all. This has required a broadened program in homemaking education.

A broad program in homemaking is built on the philosophy that education should help one to live richly and fully in all the relationships of life and to meet the varied problems of living in ways satisfying to themselves and to society.

Probably no academic subject-matter field is so closely identified with the family as home economics since one of its goals is to improve the quality of living.

Today we have more homemaking students, more homemaking teachers, and more homemaking departments in a fuller and broader program designed to meet new needs.

Among the 22 high schools in the state, there are 16 programs in the day vocational program and eight in the adult program. The day program has 23 teachers; the adult, 82. In June 1957 enrollment totaled 1613 in the day program; 1756 in the adult program.

Rhode Island teachers are working together to meet ever-changing needs through curriculum study groups, regional meetings and institutes that identify needs, evaluate situations and develop programs of work.

Together — the supervisory staff, teacher educators, supervisory teachers and classroom teachers—work in a forward-moving phalanx to meet the dynamic needs of tomorrow.

Homemaking photos show a few aspects of Rhode Island's broad program for girls and boys in this vital area.

IN THE SPRING OF 1951 Governor Dennis J. Roberts made available to the Rhode Island State Department of Education the necessary funds to open the first School of Practical Nursing. A Supervisor of Practical Nurse Education was appointed, and plans were made to put the school into operation in the Providence area as a part of the adult education program under the Division of Vocational Education.

An Advisory Committee, representing a varied group of leaders in education, professional organizations, and community agencies and including representation from the Department of Vocational Education and the School of Practical Nursing was organized. Meetings of this committee are held bi-annually.

Other active committees in the Practical Nurse Program are the Admissions Committee, Curriculum Committee, Promotions Committee and the Faculty Committee.

The philosophy of the Rhode Island School of Practical Nursing is:

"The Rhode Island School of Practical Nursing subscribes to the philosophy that its primary concern is to assist women with an aptitude for practical nursing to develop the understandings, skills and appreciations necessary to share in the care of the sick and in prevention of illness under the direction of a licensed physician and/or a registered nurse.

"It is our belief that the program of studies should be dynamic, cooperatively planned, and executed in such a manner that it provides for correlation, flexibility and individual differences.

"Our aim is to create an atmosphere which will facilitate learning activities of the student and allow for continuous social, intellectual and emotional growth."

PRACTICAL NURSE education programs in Rhode Island have expanded from one center to three centers since 1952.

The first program was established centrally in the city of Providence. To supply the needs and demands of the citizens in the northern and southern parts of the state, two additional centers are now in operation. The northern center, opened in November, 1956, is located in Woonsocket, and the southern center, opened in February, 1957, in Warwick.

Three hundred and ten graduates of Rhode Island's practical nurse training program are now employed

The Providence or central center serves the large metropolitan area and admits 32 students every 20 weeks. The northern and southern centers admit 12 students in each class.

The course in practical nurse education is one year in length. The first 17 weeks (or one-third of the year) are devoted to the basic program; and two-thirds or 35 weeks to the clinical practice, vacation and senior survey.

Classroom instruction during the basic program consists of instruction and supervised practice in basic nursing skills and related subjects.

Experience in the clinical area includes organized practice and application of nursing techniques to actual hospital situations with selected experiences involving a continuation of theory and related instruction.

Contracts have been established with the local general and specialized hospitals for clinical experience.

Since the State of Rhode Island has a mandatory nurse practice law, all who nurse for hire must be licensed. The graduates of the schools of practical nursing in Rhode Island are required to take and pass the State Board Examinations for practical nurses if they are to practice nursing. The Rhode Island State Board of Nurse Registration and Nursing Education administers the examinations, using the State Board Test Pool Examinations prepared by the National League for Nursing.

RHODE ISLAND was one of the cradles of guidance, and its formal influence in our school systems is nearing the half century mark.

Because of the growing complexity of potential vocations, students must understand themselves, their ability to learn and to succeed. Cognizant of these facts, over 90 per cent of our secondary schools have full-time counselors. Counseling is also offered to out-of-school youths and adults to assist them in meeting their vocational needs.

In cooperation with industry several school-work programs have been initiated to supplement the services offered by the school.

One of the goals of a statewide testing program is to determine students' ability in the area of vocational education. The state supervisor has the responsibility for the allocation and selection of students, in cooperation with local school systems, for the Vocational Technical School of Rhode Island.

Numerous workshops, clinics, and group conferences have been conducted with teachers, counselors and administrators for the improvement of guidance services.

GUIDANCE courses, at the graduate level, are offered at the University of Rhode Island and the Rhode Island College of Education to make available to counselors the modern concepts of guidance.

At the state level vocational guidance has been greatly strengthened by close cooperation with industry and existing state agencies that contribute to the advancement of overall objectives.

Industrial Arts

IN THE COMPREHENSIVE HIGH SCHOOL

by Ralph C. Bohn

THE ROLE OF industrial arts as a part of general education should be carefully evaluated when planning the activity program of a comprehensive high school. One function of general education is to develop an understanding of the world and society. As a means of fulfilling this aim, industrial arts has, as one objective, accepted the responsibility of explaining the functions of industry; that is, of showing and explaining how raw materials are transformed into finished products, how the finished products are used and maintained, how these products affect and change society, and how the complete cycle from raw material to utilization of finished product is a complete and well integrated function of industry.

While the program of industrial arts also contributes to the development of leadership, fulfillment of immediate needs, growth of the student, avocational interests and other functions of general education, the responsibility of explaining the function of industry must serve as a guide in program planning.

The traditional courses of woodworking and metalworking partially cover only *one function* of industry—*fabrication or the manufacture of products*. While this area is important, it is only one of three identifiable areas; *the other two* being *technical understanding and utilization of the finished product*, and *communication between various phases of industry and between industry and society*. Any program designed to explain the function of industry and, thereby, fulfill the objectives of industrial arts, should contain elements of all three areas.

THESE AREAS CAN be easily expanded into a complete program for the majority of the present industrial arts courses can be identified within the three groups. The *first area, fabrication, includes all phases of industry dealing with raw or unfinished materials*. Woodworking, metalworking and industrial craft activities fall into this category. While it is necessary to teach the fabrication of finished products, it is equally important to develop an understanding of the processes involved in obtaining and refining the raw materials. In order to promote complete understanding of the process, the path of raw materials to finished products must be completely covered.

The *second area, utilization and technical understanding*, pertains to the finished product and *demonstrates the operating principles, function*, and *maintenance of the many devices produced by industry for consumer use*. Electricity, electronics, automotive, transportation, and power mechanics are programs which fall into this classification. Even though we live in an age controlled and regulated by electronic devices and depend upon the daily transportation of people and materials for the continuation of our modern civilization, many programs completely skip or seriously neglect this important phase of industrial arts.

The *third* and final *area, communication, describes the language of industry and shows how industry communicates within itself and with society*. The various activities included in drafting and graphic arts comprise this area. While drafting is part of the traditional industrial arts program, graphic arts, with its broad and diversified offerings is found in only a limited number of industrial arts programs. Its importance, however, is equal to that of drafting for it not only serves industry but all of society.

FOUR GENERAL SHOPS can adequately house these areas of instruction. The recommended four shop program is one which school districts are able to afford and will adequately serve a school with 1,200 to 2,400 students. An advantage of housing the program in four shops is the ease with which it can be scheduled over a two year period. In this way, it is possible for a student to complete one course in each area and, if the curriculum permits, elect additional work in one or more shops.

Each function of industry should be adequately represented when establishing the specific areas of instruction for each of the four general shops. The following shop organization fulfills this requirement and presents the material in a logical and easily taught sequence: (1) one shop for graphic arts and drafting — the intercommunication of industry and society; (2) one shop for general metal, general wood, and industrial crafts—the fabrication of products from raw materials; (3) one shop for the various phases of transportation or the more inclusive program of power mechanics; and (4) one shop for electricity and electronics. Both (3) and (4) represent the utilization and technical information phases of industry.

Various combinations for housing this program are possible. One modification could be the combining of power mechanics and electricity into one shop and the expanding of general wood, including industrial crafts,

(Continued on page 26)

Dr. Bohn is Assistant Professor, Department of Industrial Arts, San Jose State College, Calif.

The Facts About Farming!

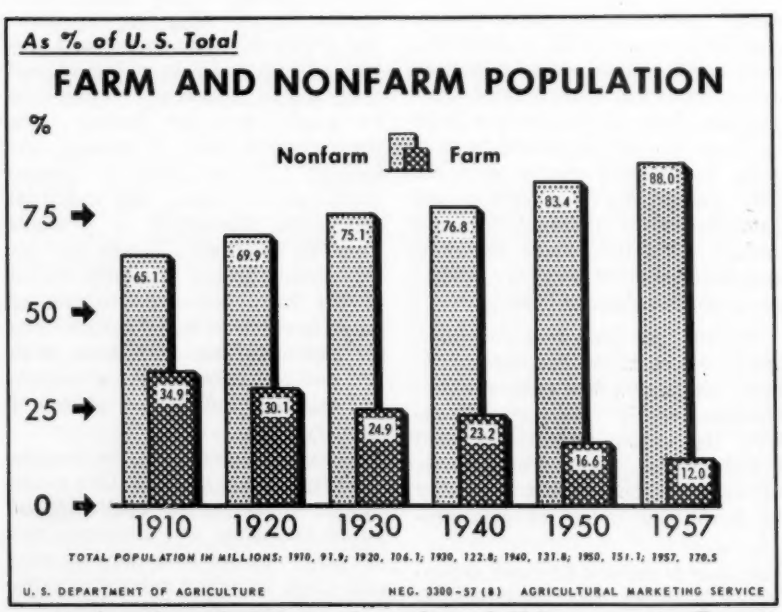
By James H. Pearson

MY EXPERIENCES IN agricultural education over a long period of time cause me to have firm convictions of the soundness of the objectives of the program and its effectiveness. However, I have never believed that the program is as good as it can and will be because such a belief would mean stagnation. All vocational education must be dynamic and constantly adjusted as a result of technological, economic and sociological developments.

We have as a nation subscribed to universal public education for all of the people because we believe that it is in the interest of the general welfare. When we think of general welfare, we think of people and their development in terms of their greatest potentialities. When we in vocational education think of people, we visualize them in the work of the nation and in specific occupational fields. The needs of individuals and the needs of occupational fields for workers are not incompatible. Fortunately, we are a nation of people gainfully employed in an economy that requires workers to produce the goods and services needed to maintain our high standard of living and our national security.

In 1920 our farm population was 30.1 per cent of the total, and in 1957 the farm population is 12.0 per cent of our total population. Today, total farm population is about 22,250,000. Between 1950 and 1956 the farm population declined by 2.8 million, or 11.2 per cent. While there has been a decrease in the percentage of our population living on farms, there has also been a decrease in the number of farms, and an increase in the total value of farms, average value per farm, and average number of acres per farm. Since 1939, farm land has gone up 201.22 per cent. From March 1956 to March 1957, the U. S. average was 7 per cent up.

The occupation of farming has become very complex. Increasing complexity and competition in the years ahead will call for greater abilities and skills for success. That success may be measured in the scale of living of people on farms. In my opinion, that scale of living should be nothing less than that enjoyed by people in any other common occupation. Also, I have a firm belief that anything less than a fair share of our most able people living on farms is not in the interest of the general welfare and security.



Number of people living on farms dropped 22.9 per cent in 47 years.

Our FARMERS have outstanding abilities in production. Other areas where comparable abilities are essential and require well-planned systematic instruction are:

Land acquisition for farming—locating, appraising, leasing and purchasing
Farm financing — short-time and long-time credit
Farm records — keeping, analyzing and interpreting
Insurance—liability, auto, health, fire, life
Taxes—personal, property, sales, income, social security
Labor utilization — management, work simplification
Farm equipment—selection, purchase, use, maintenance
Economics—price trends, consumer demands, purchasing power
Legal instruments — titles, wills, contracts, agreements
Agricultural legislation
Agricultural institutions
International developments
Other areas (there are many more).

The vocational education acts provide for directed or supervised practice on a farm. In the application of this provision, much has been done in production practices, and it has been with satisfaction that the activities have been appraised in terms of

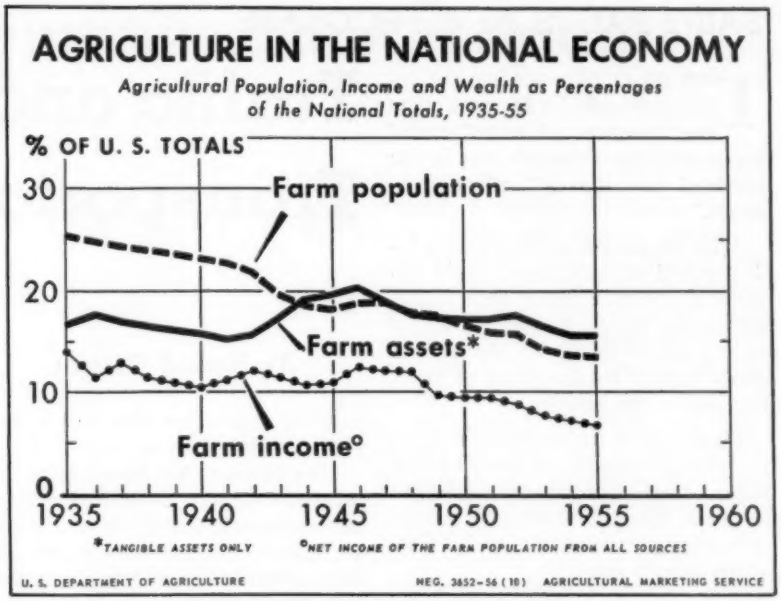
This material is taken from an address presented by Mr. Pearson at the '57 AVA convention. He is Assistant Commissioner for Vocational Education, U. S. Office of Education.

increased production, adoption of approved practices, gross income, and net income. Isn't it conceivable that there are important and comparable practices in the areas just mentioned? For example, securing land to farm under improved arrangements, financing the farm business under more favorable terms, purchasing needed insurance. In my opinion, having directed or supervised practice in these areas, as well as in production, is essential in the development of abilities required for success as a farmer.

There has been a generally accepted principle that vocational instruction should be offered when needed and not as something to put in cold storage. If one applies such a principle in the areas suggested above, the instruction would not be offered intensively in the high school classes but would be so offered in the young farmer and adult farmer classes that are organized and operated by the local department of vocational agriculture, the secondary school program extended in the 13th and 14th year and the area school program.

TRENDS IN OCCUPATIONS and other developments should mean a more intensified training program in vocational agriculture, an expansion of young farmer and adult farmer classes, and the closing of departments of vocational agriculture in some areas and the beginning of programs in other areas. School district reorganization in many cases is a means whereby programs of vocational agriculture may be made available to school communities previously considered too small to maintain an effective program.

Many persons living on farms also have non-farming jobs. Most of them need abilities in non-farming as well as farming occupations. Such occupations may be in the field of distribution or trades and industry. Total needs of the individual may be met by a dual enrollment, that is, taking courses in trades and industry or distribution occupations under the direction of persons responsible for vocational education in these fields and taking courses in agriculture under the direction of the persons who are responsible for vocational agriculture.



Net income of farm people, farm assets and farm population have declined in relation to national totals. Farmers' income, as percentage of the total, has declined more than either farm population or farmers' assets.

Supervisory training has long been accepted as a responsibility in trade and industrial education. We are now emphasizing in distributive education the training of managers and operators of small business establishments. Isn't it conceivable that there is opportunity for supervisory training in farming designed to prepare persons to supervise and do the on-the-job training for farm salaried workers?

Many owners of farms not living on their farms are actively engaged in their operation. The person living on the farm may have full or limited responsibility in the managerial decision in connection with its operation. I have always had a feeling that there is a real need for a program of instruction for these landlords on such subjects as: contracts, agreements, leases, managerial practices, purchase option and tenant relationships.

Have we been as active as we should be in connection with placement? Are we sensitive to opportunities? Have we developed the general feeling on the part of the public that the real source of supply of persons especially trained for farming is the department of vocational agriculture? Has the vocational agriculture program been so well understood that persons who have farms and desire to enter into a rental agreement or sell their land go to vocational agriculture teachers for prospective operators or purchasers?

We have social security for farmers. As a result, many farmers may retire at 65, much earlier than they had planned, thereby increasing the number of opportunities for placement.

LEADERSHIP in occupational fields is very essential. The decline of farm population from 30 per cent to 12 per cent in 37 years stresses the importance of having farmers with real leadership abilities. There must be more dynamic and forceful presentation of problems of the farmer and their solution. The FFA plays an important part in the development of leadership.

Finally, as I do some projecting ahead in agricultural education and the needs to be met, I have a belief that developments in the program in the next two decades will be greater than all those since the program was started 40 years ago. I have an abiding faith in the vocational agricultural leadership. I feel certain that you will never break faith with the farmers of America—the group that needs the best you have to offer if the real challenges ahead are to be met.

SAINT PAUL'S NEW PROGRAM:

Traffic and Transportation Training

By Harold Ostrem

TWO SHORT DECADES ago the entire responsibility for controlling the transport of manufactured goods and raw materials was in the hands of the railroads "traffic departments."

With the advent of the trucking industry and its subsequent rapid expansion, countless traffic departments employing highly trained personnel were required to control the flow of goods carried by thousands of truck lines across the nation.

Placing a still greater strain upon the available supply of qualified and trained traffic department employees has been the establishment by private industries of traffic rate and supervision departments.

Preliminary to and throughout the early stages of this tremendous expansion of the traffic and transportation function, the railroads were the principal suppliers of trained workers, and instruction was mostly on-the-job. A relatively limited number of public and private colleges aided the railroads by including transportation courses in their various curricula. The most recurrent criticism of this "college level" training, coming principally from leaders in the transportation field, is that it deals too much with theory and management while the pressing need is for properly trained "rate clerks" and "doing" people.

TO ALLEVIATE this need in Saint Paul and vicinity, the energetic educational committee of the Saint Paul Transportation Club formulated, with the aid of Lester Cable—one of the Saint Paul Public Schools Vocational Evening School coordinators—a practical long range training program.

The objectives of this evening program are:

To provide an opportunity for self-improvement to those already employed in traffic and transportation departments.

To provide preparatory training for workers in allied departments to enter the traffic field, i.e., shipping clerks, ticket clerks, tariff clerks, etc., and

To recruit applicants for employment in traffic work by offering preparatory training to post high school youth seeking a career in traffic.

Unit citations are issued upon the successful completion of work in each of four annual blocks of work. The major certificate is issued to any student accredited with having successfully completed the four units of the basic transportation course.

Study materials are secured through the College of Advanced Traffic, Chicago, Illinois. Each year's study constitutes work on one text of the four which comprise the basic course of the College of Advanced Traffic. The materials follow plan "C" of the college which provides for test, workbook and ratebook to be placed in the hands of each student. Brief outlines of each year's work are as follows:

FIRST YEAR: 1. American Transportation System; 2. Developments Leading to Legislative Supervision of Railroads; 3. Developments Leading to Federal Regulation of Carriers other than Railroads; 4. Division of Territories; 5. Freight Traffic Association Territories, Factor Controlling Traffic Flows, River Crossings, Basing, Common & Junction Points; 6. Classification of Freight; 7. Principles of Freight Rates & Tariffs; 8 Shipping Documents & Their Application; 9. Special Freight Services; 10. Study in Freight Claims.

SECOND YEAR: 1. Tariff Circulars; 2. Construction & Filing of Tariffs; 3. Freight Rates & Tariffs; 4. Terminal Facilities & Switching; 5. Demurrage; 6. Storage; 7. Reconsignment & Diversion; 8. Transit Privileges; 9. Stopping to Partially Load & Unload; 10. Elevation; 11. Weights & Weighing; 12. Payment of Transportation Charges; 13. Routing; 14. Embargoes; 15. Warehousing & Distribution; 16. Materials Handling; 17. Packaging.

THIRD YEAR: 1. Through Routes & Rates; 2. Milling in Transit; 3. Technical Tariff & Rate Interpretation; 4. Overcharges & Undercharges; 5. Loss & Damage; 6. Import & Export Traffic; 7. Classification Committee Procedure; 8. Rate Committee Procedure.

FOURTH YEAR: 1. Application of Interstate Commerce Act; 2. Procedure Before the Interstate Commerce Commission. (This unit includes preparation of a case involving a hearing before an Examiner and oral argument as before the Interstate Commerce Commission.)

In the Saint Paul program first year students attend school for one two-hour session each week, while second, third, and fourth year students attend one three-hour session per week. Each year's work is divided into two twelve-week semester units.

It is anticipated and planned by the program sponsors to provide an adequate course in Transportation Law for ultimate graduates of the basic course.

FROM A CONSERVATIVE start some three years ago when a first unit I course was offered to more than 40 people, the program has progressed to a point where three units are offered simultaneously to some 100 students. Each year a new Unit I group is recruited, and each existing group advances one unit.

Instructors are secured from the industry, and considerable time and effort are spent in helping them with methods and techniques. Youth, dedication and enthusiasm are the attributes required for prospective instructors.

Mr. Ostrem is Director of Vocational Education, Saint Paul, Minn.

Let's dematheme tize bookkeeping!

the business of keeping books cannot be learned by chance

By I. David Satlow

PUPIL SCORES on standardized achievement tests in arithmetic appear on their application blanks and on the lower-school transcripts forwarded to the high school. The scores are sufficiently reliable; no further tests need be administered to substantiate the lower-schools' findings for the pupils applying for the business curriculum.

The data on these records bear ample—though far from eloquent—testimony concerning a wide variation in the ability to manipulate numbers and a notable deficiency of many young people in basic arithmetic skills.

In light of this, what policy should educators pursue? We cannot adopt an ostrich-like attitude. Ignoring the problem will not help. Instead, a many-pronged attack is necessary, one that will include screening pupils, a re-appraisal of teaching methodology and a revision of instructional materials.

The screening process should remove those pupils whose inadequate arithmetic backgrounds justify their placement in a remedial class for a semester or a year before attempting to program them for any form of recordative activity.

But supervisors and administrators must realize it is well nigh impossible to teach successfully in one semester, or even in one year, all that a pupil has failed to learn in the lower schools. The poorest in arithmetic, therefore, will never be qualified for the study of bookkeeping. The best we can do for them upon completion of the year of remedial arithmetic is to place them in a recordkeeping class.

SINCE THE ACQUISITION of purely bookkeeping skills offers its full share of difficulties without the added factor of arithmetic hurdles, teaching methodology is in need of re-appraisal. In no one lesson can we attempt the mastery of *both* arithmetic and bookkeeping skills. Both are equally important, for bookkeeping without numbers is inconceivable. But teaching both in the same lesson to pupils with a wide variation in arithmetic ability will result in failure. It is infinitely better to confine bookkeeping skills to one lesson and the arithmetic factor to another.

A change in the nature of content is called for, too. When pupils are well versed in arithmetic, bookkeeping mathematics have little influence on their attitude toward bookkeeping. However, when the class includes a significant number of pupils whose arithmetic is weak, a distinctly negative attitude toward bookkeeping can result. Effective learning cannot be expected when the student is not favorably disposed toward the learning situation. For this reason, bookkeeping instruction should be freed from the shackles of mathematical involvement.

NO PURPOSE other than that of mathematical puzzle-solving is served by an opening entry that calls for the calculation of accrued interest on notes receivable. In actual practice, very few opening entries call for accruals. The usual opening entry consists of cash only. Occasionally, opening a new set of books for a going concern will require consideration of assets other than cash; it will also include liabilities. But why complicate matters with interest-bearing notes? If there is accrued interest, why not tell the class the amount that is accrued?

Computation of both trade discount and cash discount in order to determine the remittance on an invoice is generally involved. The problem becomes particularly complicated when a discount chain is introduced, as for example, in this:

"On September 8, we issued a check to H. Ross in payment of the invoice of September 4, for 2 desks at $187.50, less 30 per cent and 10 per cent, terms: 3/5, 2/10, n/30."

Objections to a transaction of this type are many.

First, the cost price appears on the invoice; the time for verifying the invoice price is upon its arrival, not upon its payment. Second, business offices use conversion tables for discount chains, and thus do away with both of the traditional methods of computing a discount-chain problem. Third, such calculations are generally done by machine. And fourth, the transaction appears so infrequently in the usual textbook that the time and effort expended in taking it up produce nothing that is retained through practice.

Cash discounts on odd sums, such as 3 per cent on $947.13, is unusually time-consuming and discouraging for many pupils. The use of round numbers, such as 2 per cent of $800 or 3 per cent of $500, will afford worthwhile practice in bookkeeping and computing—and allow for a greater amount of coverage. Granted, in every-day business transactions, it is necessary to solve this type of discount problem, but such calculations can be reserved for later lessons when pupils have demonstrated facility in the many other skills that are embraced in the unit dealing with cash discounts.

Dr. Satlow is a member of the faculty, Thomas Jefferson High School, Brooklyn, N. Y.

DON'T CONFUSE BOOKKEEPING WITH MATHEMATICAL PUZZLES

Another transaction that can well be relegated to oblivion is:

"On March 12, we received from A. Adams a check for $782.56 in payment of the invoice dated March 4, on which the terms were 2/10, n/30."

In this case, dividing by .98 is necessary in order to arrive at the amount of the account receivable. A problem of this kind is unrealistic.

In the actual office situation, the bookkeeper simply turns to the customer's account in the accounts receivable ledger to find the account balance of $798.53, and verifies the accuracy of the remittance by taking 2 per cent of the account balance without resorting to the indirect case of percentage problem. The transaction would be more meaningful if it read:

"Received from A. Adams a check for $782.56 in payment of his invoice for $798.53 less a discount of 2 per cent." Practice in bookkeeping should not be confused with mathematical puzzles.

TRANSACTIONS THAT call for the computation of interest on an odd sum of money for an unusual number of days at an unusual rate of interest, such as $928.73 for 57 days at 5 per cent, also call for a transformation via the de-mathematization sieve. The same is true of accepting a customer's interest-bearing note receivable on which interest has accrued. There is very little justification for devoting much valuable time to such problems—time that can be profitably used for practicing bookkeeping. The actual sums can be announced, with computations shown, so that the curious pupils will be able to see how the sums were arrived at. The same is true for the discounting of an interest-bearing note receivable on which part of the term has run.

MANY OTHER AREAS of accepted bookkeeping instruction can undoubtedly be de-mathematized. Problems dealing with various depreciation methods; "an additional allowance for bad debts to bring the reserve up to ½ per cent of net sales;" the partners' sharing of profits in terms of differing salaries, with the balance distributed in the capital ratio; the determination of the profit on a balance sheet where no profit-and-loss statement is prepared and no profit is stated; or, even worse, a situation where there is a net decrease in capital or a net operating loss for the period. All of these call for the de-mathematization treatment.

It is entirely unfair from a mental-hygiene point of view, and unwise from a bookkeeping point of view, to confine pupils to one method for the computation of any sum. Any method used by the pupil should be acceptable, provided it leads to a correct solution and provided it does not call for an undue amount of calculation.

Since pupils do come from varying backgrounds, their methods of arriving at solutions would vary. No purpose is served if they abandon the methods they have learned—methods that are absolutely correct according to both mathematical theory and accounting principles.

In the final analysis, the arithmetical aspects of bookkeeping instruction are directly related to the arithmetic abilities of the pupils. For pupils with a high degree of arithmetic ability, the arithmetic phases of bookkeeping need be of little concern. With pupils who have not mastered arithmetic, however, great care should be exercised. In brief, the following is recommended as a guide:

Arithmetic involved in bookkeeping should be simplified

No attempt should be made to develop both bookkeeping and arithmetic in the same lesson

Round numbers should be used whenever possible, and dollars should be used without cents

Whenever possible, machine computation should be resorted to

The bookkeeping class should avail itself of the use of tables in every situation where tables would be referred to in business

All references to incoming papers should include the sums; only for outgoing papers should calculations be necessary

Simple calculations should be required of all pupils; more difficult ones should be completed by the teacher or the superior pupils.

There is no objection to setting up the mastery of both bookkeeping skills and the arithmetic involved as the primary purpose of instruction in the subject. However, when the attainment of both becomes impossible, then the mastery of bookkeeping skills rather than arithmetic should be the goal. Arithmetic might be learned incidentally in connection with the bookkeeping; bookkeeping will definitely not be learned incidentally in connection with arithmetic.

INDUSTRIAL ARTS IN THE COMPREHENSIVE HIGH SCHOOL

(Continued from page 21)

and general metal into two shops. This arrangement would tend to de-emphasize the technical phases of industry in favor of fabrication, while, in contrast, industry continues to establish more and more control over fabrication through the use of electronic devices.

It is also possible to offer the program in three, two, or even one shop. In these cases, the content will be limited to the available equipment and the ability of the teacher to conduct a multiple activity program. A single shop program, while limited in scope, can be successfully taught if the teacher will integrate the many activities to show the function of industry as a whole rather than teach a series of isolated activities. Most individual and group projects involve more than one activity and, through class discussion, evaluation of the finished project, and other types of instructional activities following completion of the project, the integration of the industrial activities can be readily accomplished.

In addition, the program might be expanded into five, six, or more shops. However, an enlarged program of this type would prevent most students from taking work in all areas, thereby hindering the integration of the different areas of industry.

While many combinations are possible, the four shop program with adequate offerings in each of the three areas of industry provides the greatest opportunity to fulfill the industrial arts phase of general education.

Teacher-pupil-parent planning enriches homemaking programs

by Marie P. Grady

THESE DAYS of rapid scientific progress afford a very real challenge to homemaking teachers! The content of our courses must be fluid and open to the new channels of scientific development which can so greatly enrich home life. At the same time, our courses must be vital and practical. One of the most valuable tools we have for keeping our courses fluid and flexible yet practical and vital is "teacher-pupil-parent" planning.

Although we have been doing "teacher-pupil-parent" planning in our homemaking courses at Avenal High School for some time, part of our goal for each new year is increased "teacher-pupil-parent" planning—because the more we do of this type of planning, the closer we grow to the real needs of our pupils and the varying facets of these needs.

This type of planning first began during home visits with the incoming freshmen just before the opening of the school year. While we chatted informally with the mother and the pupil, we would talk together about what the pupil already did around the home and what she enjoyed doing—about home projects and what she and her mother hoped she might learn from homemaking courses. Many excellent suggestions were offered by the mothers and the pupils, too. We have tried to incorporate these suggestions into our courses of study.

WHEN OUR CLASSES start in the fall, we discuss together possible course content, what homemaking experiences our pupils have already had and what they would like to include in their class work.

Sometimes we have sent lists of suggestions home for mothers to look over and check. Many mothers have added their own valuable suggestions. With these lists as a guide, we proceed to plan our year's work.

Other years, girls have taken their ideas home for family discussion. The reactions they bring back to the class often include excellent proposals. When sufficient information has been accumulated, we encourage the girls to plan the year's course as extensively as possible around the needs of the entire group.

Another successful plan, particularly with the older girls, is the mother-daughter panel. After preliminary planning, all mothers are invited to visit the class, and several join their daughters in a panel exchange of ideas. Open group discussion follows. A secretary keeps a full list of suggestions offered for further review and subsequent class planning.

HOME PROJECTS offer rich opportunities for "teacher - pupil - parent" planning. Classes can use a couple of days or more in group dsicussion of possible projects and goals. Later, they talk over projects with their mothers and families, and together they make a careful decision as to a desirable home project. The pupil then makes a careful work plan for her mother's signed approval, returning it to the teacher for final checking. Again, many excellent suggestions from mothers accumulate.

A rich source of "teacher-pupil-parent" planning material emerges from the visits of mothers to special homemaking events. We invite our mothers to special department occasions as often as practical, always using the opportunity to show what her daughter is doing. Such occasions include fashion shows for the freshman classes, group meal serving projects, pre-school play school, Future Homemakers of America special occasion parties, and public schools night. These occasions afford excellent opportunities for exchanging ideas and for gathering suggestions from mothers that may be of great value. Fathers make good points, too.

Family centered projects constitute excellent opportunities for "teacher-pupil-parent" planning. Suggestions from them add much enrichment to the course content. But, more important perhaps, these projects seem to give the pupil a very satisfactory feeling of personal adequacy and security in her family group because of the contribution she has been able to make to the family unit.

Another important stimulant to "teacher-pupil-parent" planning develops from community projects. The cooperation of pupils with adult leaders for community good usually enlists cooperation from parents. Helpful ideas that result can be used later as foundation content.

Such projects also do much, especially in a small community, to promote good pupil-parent relations. Being able to see good accomplished through the project in which she has been participating gives the pupil an invaluable feeling of personal achievement as a contributing member of the community. Parents take pride in the community recognition of the successful efforts of their children. These facts result in maturity growth in the child and in increasing importance of the child in the family group.

Both family and community projects offer much enrichment for course content. Both family and community approval are excellent to pupil-parent planning with the teacher and greatly enrich course content. They are also excellent incentives to greater pupil effort and resultant achievement.

"TEACHER-PUPIL-parent" planning can be of maximum effectiveness only when there are frequent pauses for critical and constructive evaluation of results being achieved. Evaluations are always revealing of the degree of progress. They may often involve new planning and re-direction of effort. Evaluations should include all three planning participants.

"Teacher-pupil-planning" is one of the most effective ways of keeping course content flexible and open to new enrichmen of family living. It also insures course content that will best meet the needs of pupils.

Miss Grady is a homemaking teacher, Avenal High School, Avenal, Calif.

From the US Office–

John A. Beaumont, Director, Distributive Education Branch, attended the 13th Annual Meeting of the Illinois Association of Future Distributors February 21 in Springfield, and addressed the convention on the *Leadership Responsibilities of a Distributive Education Student.* In New Orleans, February 27, he discussed at the Southern Regional Conference on Distributive Education *The Current Situation of Distributive Education.* Mr. Beaumont also attended the New York State Coordinators meeting in New York City, February 14 and 15, and addressed the conference on *The Future Outlook of Distributive Education.* George Sanders, Program Specialist, also attended the N. Y. State Coordinators meeting.

* * *

During the February regional convention of the American Association of School Administrators in St. Louis, John P. Walsh, Director, Trade and Industrial Education Branch, spoke at a group session on *The Role of Education Institutions in Meeting Present and Future Manpower Needs for Technicians.* Also, he participated in a three-day meeting of local directors of vocational education held in Milwaukee on February 25 and 26. Mr. Walsh discussed with the group *The Role of Public Vocational Schools in Meeting Present and Future Manpower Needs for Technicians.*

* * *

Reprints of "Les Girls"—A New Chapter in the Manpower Story, written by Mary S. Resh, Program Specialist, Trade and Industrial Education Branch, for the February issue of SCHOOL LIFE are available upon request to the Office of Education. The article relates the changing role of women in our labor force to the need for expanding vocational training opportunities for the distaff side.

* * *

Barbara R. Fallon, Program Specialist, Practical Nurse Education Section, Trade and Industrial Education Branch, participated in a meeting of the Coordinating Council of the American Nurses Association and the National League for Nursing on February 13-14 in New York City. Called for the purpose of discussing nursing needs of the mentally ill, the committee discussed trends in the care of psychiatric patients and the role of the practical nurse in meeting mental health needs.

* * *

On February 21, Earl M. Bowler, Assistant Director, Trade and Industrial Education Branch, participated in a conference in Wilmington, Delaware, to discuss the possibility and nature of an evaluative study of the program at the H. Fletcher Brown Vocational High School. Attending the meeting were the Delaware State Trade and Industrial Education Supervisor and Teacher-Trainer and local administrators.

Lane C. Ash, Assistant Director, Division of Vocational Education, presented the opening talk at the Central Regional Trade and Industrial Education Conference in Chicago, Illinois, on March 5. The subject of Mr. Ash's presentation was *What Is Ahead Nationally for Vocational Education?* He also attended sessions of the Central Regional Agricultural Education Conference held in Chicago during the same week.

* * *

George L. O'Kelley, Specialist, Teacher Training and Service Studies, Agricultural Education Branch, is attending all four of the Agricultural Education Regional Conferences this spring to present information about the national young farmer study that he is helping the AVA Research Committee to conduct. The first phase of the study has been completed, resulting in a list of characteristics of departments having successful young farmer programs. The next step will be to establish pilot centers having those characteristics to provide a basis for further study that will lead to nationwide improvement in agricultural instruction for young farmers.

* * *

Called for the purpose of exploring and advancing methods to achieve constant improvement in the safety of the Nation's workplaces and wage-earners, the President's Conference on Occupational Safety brought to Washington on March 25-27 representatives of many private and public groups concerned with safety in our industrial society. Included in the conference program was a session on *The School's Contribution to Safety,* with John P. Walsh, Director, Trade and Industrial Education Branch, serving as chairman and moderator. Mr. Walsh introduced panelists who presented the point of view of the teacher-trainer, the trade and industrial teacher, and the industrial arts teacher. In addition, panel members discussed laboratory safety and school youth and safety in rocketry.

* * *

Berenice Mallory, who has been at Lady Irwin College, New Dehli, India, for 28 months, left India in March for her return to the United States. Miss Mallory was one of a team of home economists who has been working with higher institutions in India to develop their home economics program. She will assume her position as Assistant Director of the Home Economics Education Branch May 1.

* * *

"Occupational Training as Part of American Education" was the subject of a talk made by Richard S. Nelson, Program Specialist, Trade and Industrial Education Branch, at the annual conference of the Idaho High School Principals Association in Boise on January 27. Consideration was given to the extension of occupational education and training in the growing junior college movement in Idaho.

Johnie Christian, who is on leave from the Home Economics Education Branch this year, writes of the many interesting experiences she is having in Tanganyika, East Africa. This semester she is teaching a class of African girls who are in training for teaching at the Bwiru Teacher Training Center, Mwanza, Tanganyika. She also has been on a number of safaris visiting women's clubs and homes to learn something of family life and the type of programs that are being offered to women.

* * *

"Vocational-Technical Education" was the subject discussed by Dr. Lynn Emerson, Consultant, Curriculum Materials, Vocational Education, when he participated in a meeting of area school directors in Louisville, Kentucky, on February 5 and 6. Arranged by the Kentucky State Supervisor of Trade and Industrial Education, this was another of many area institutes which are being held over the country to implement the recent regional workshops on vocational-technical education.

* * *

Selma Lippeatt, Program Specialist, Home Economics Education Branch, participated in the American Education Research Association meeting which was held concurrently with the American Association of School Administrators' meeting in St. Louis, February 22-26. Consideration was given to programs of educational development and research as a part of teacher education. Research of teacher effectiveness was reported.

* * *

In the process of being officially approved is a questionnaire to be used in a follow-up study of the annual National Leadership Development Conferences sponsored by the Office of Education. Prepared in the Trade and Industrial Education Branch, the questionnaire will serve as an instrument in measuring the effectiveness of the conference held at Fort Collins in 1955, at Purdue in 1956, and at Cornell in 1957. The study will also be a valuable guide in planning the fourth National Leadership Development Conference, scheduled for Ohio in July, 1958.

* * *

Edna P. Amidon, Director of the Home Economics Education Branch, served as a consultant at the Southwest Regional Conference of College Teachers of Foods and Nutrition in Los Angeles, Calif., Febbruary 29 through March 1. This conference group continued to study ways to strengthen college teaching of foods and nutrition giving special emphasis to the development of pretests to use in evaluating achievement of foods and nutrition students entering college. Miss Amidon and Rua Van Horn, Program Specialist, conferred with the State Director of Vocational Education and other members of the vocational education staff in Utah on home economics and guidance programs in relation to post-high school education.

HOW TO USE THE GROUP BRAIN STORMING TECHNIQUE

WHAT IS IT?

A technique in creative thinking in which group members storm a problem with their brains. Optimum number—10-12, half core group, other half inexperienced in brain storming technique.

WHAT ARE ITS OBJECTIVES?

To get new ideas.
To release individual potentialities in thinking up ideas.
To change attitudes towards ideas of others.

WHAT ARE THE FOUR BASIC RULES?

1. Judicial judgment is ruled out.
2. Free wheeling is welcomed.
3. Quantity is wanted.
4. Combination and improvement are sought.

IN WHAT WAYS CAN IDEAS BE THOUGHT UP?

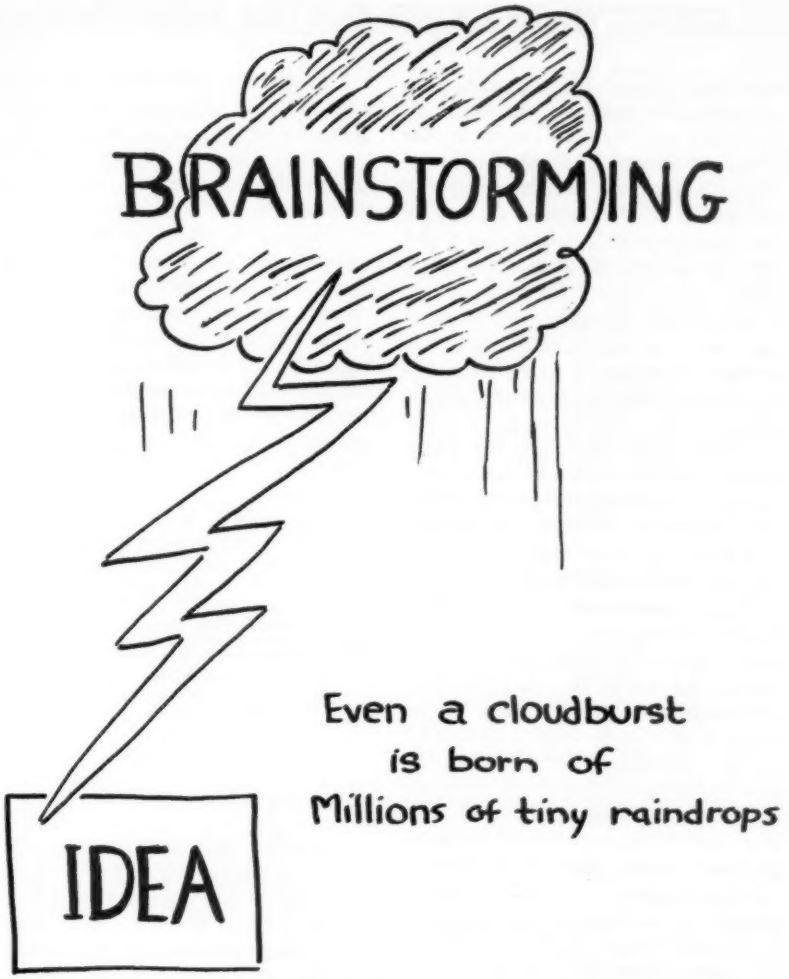
Suggest other uses
Adapt
Modify
Magnify
Minify
Substitute
Rearrange
Reverse
Combine

WHAT IS THE ORDER OF PROCEDURE?

1. The chairman states the problem.
2. Group members offer suggestions one at a time.
3. The idea collector records and numbers suggestions.
4. The chairman stimulates production of ideas and rings a bell when any member offers a criticism.
5. The chairman closes the discussion when ideas run out.

WHAT MUST THE CHAIRMAN DO IN PREPARATION FOR THE SESSION?

1. Select a suitable problem.
2. State the problem.
3. Think through ideas to stimulate discussion.



BRAINSTORMING

By Dr. Natalie Kneeland

BRAINSTORMING as a technique in creative thinking has already found a vital place in the Virginia distributive education program. It is being used in three distinct ways: as a training technique to be taught to and, later, used by group members; as a method of solving specific problems on both adult and high school levels; and in a modified form, as an ice-breaker, interest arouser and summarizer.

Brainstorming has been presented as a training technique in meetings such as the Second Annual Conference on Distribution in Richmond and the Annual State Conference of all DE personnel. It was introduced in a course on Adult Teaching Methods offered to training personnel in distributive businesses in Richmond, and to a class of DE seniors in the School of Distribution at the Richmond Professional Institute. Currently it is being well received by managers of small businesses in both large and small communities over the state. Russell Lang, of Lang and Smith ad-

Dr. Kneeland is Research Director and Training Consultant, School of Distribution, Richmond Professional Institute.

vertising agency, for example, conducted a 16 hour course in brainstorming for business men in the Staunton area which resulted in members offering their services to appear on panels at the request of anyone who has a problem to brainstorm and the formation of a *Brainstorming Club*.

In all these instances, the purpose and value of the technique was explained to the group as a whole, followed by a demonstration of the procedure, either by means of a panel or practice session with the entire group. Members then broke up into smaller groups and brainstormed specific problems of common interest. The results of these brainstorms were reported back to the group.

Charts listing the "Four Basic Rules" and the nine "Ways to Ideate" were kept in full view. In some instances the outline included here was introduced as a pass-out sheet to be referred to later by those planning to put the technique into practice. A series of cartoons illustrating the ways to ideate, prepared by Leonard and Mary Lee Maiden served to brighten the presentation. (See "re-arrange")

Brainstorming to solve specific problems is being used with great success in adult classes, such as the meeting conducted by Ralph Rush, Director of the School of Distribution, in Woodstock, attended by 40 owners and managers from the four major towns of Shenandoah County. It has been used effectively in state vocational education staff meetings, in DE supervisory staff meetings and with college and high school groups. The following are typical of the kinds of problems attacked:

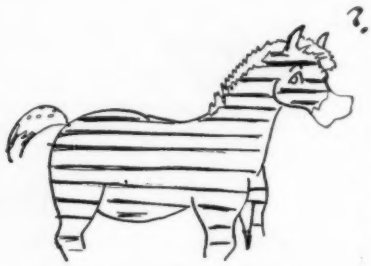
Small Business Management Clinic (Adult): How to attract more business to Shenandoah County.

Vocational Education Staff Meeting: In what ways can local vocational teachers and guidance personnel work together more effectively in guiding high school students?

DE Supervisory Staff Meeting: What should be included in a state manual on supervision in distributive education?

College and High School DE Students: How to get more and better cooperative part-time students into the DE program.

Virginia DE instructors are using brief brainstorming sessions in introductory meetings as an attention getter. They also use brainstorming to answer the question "So What?" at the conclusion of a meeting or a series of meetings to stimulate thinking on ways of applying information learned. They find this modified technique varies monotony and helps to break up set habits of responding, in both high school and adult classes. Usually a simple explanation of the rules to be followed in brainstorming is given without going into the procedure in detail.



Rearrange, then ideate!

It may be introduced by such a simple statement as, "Let's think wild, for a few minutes and see whether we can get some new ideas on this problem. We will follow the four basic rules of brainstorming listed on this chart."

We, in Virginia, feel that brainstorming is making a real contribution to our DE program. It is not only providing a technique that develops the creative thinking of class members but also stimulates creative thinking on the teacher's part. Instructors familiar with the technique, when faced with a problem of their own, frequently exclaim "let's brainstorm it." Solutions to problems are being found that probably would not have been thought of under the more orderly conference method procedure. Furthermore, it is bringing life into teaching that sometimes becomes dull through repetition.

Brainstorming, like any other technique, must be thoroughly mastered to be effective and cannot be considered a panacea for all ills of instruction. Wisely used, it is proving to be a fine new string to our teaching bow which helps the arrow hit the target and a sport enjoyed by all.

GROWTH IN BASIC PREPARATORY PROGRAMS FOR PRACTICAL NURSES

By Barbara R. Fallon

PRACTICAL NURSE training has come a long way since the first school was opened 160 years ago in New York City. The initial course, offered by the Ballard School, was set up by the Young Women's Christian Association, Central Branch, in 1897. It was for "attendants of the sick" and extended over a period of eight weeks. The women completing the series of lectures, demonstrations and incidental practice in nursing, were felt to be prepared to give care to individuals classified as "less severe cases of chronic invalidism in the home."

From this humble beginning has developed the 505 basic preparatory programs in practical nursing in operation today. During the early development of programs, the greater number were under private auspices. Many were started through the efforts of community minded citizens who recognized the need for more and better prepared women to provide care for the sick in the home.

The role of the practical nurse has changed considerably with the years, and her preparation has changed with the times. The length of the course has been extended to a full calendar year in most programs. In all, provision is made for both theory and clinical experience with patients in hospitals. More and more graduates have been employed in hospitals including both general and special disease hospitals. Some practical nurses are being employed in public health agencies, industry, and doctor's offices. The curriculum has gradually been adjusted to allow for this change in the utilization of the practical nurse. The demand for extensive preparation for practical nurses to work in the home has decreased, and the interest of the graduate in home nursing has also declined.

ALONG WITH THE CHANGES in length and content of practical nursing programs, has come a change in administration in the programs. Gradually, the number under vocational education has increased and those under private and other auspices has decreased. Approximately 63 percent of all programs are now under public school supervision. Graduates of these programs are eligible to take the licensing examination for practical nurses given in their state. Legislation providing for licensure of practical nurses now exists in all states. The one remaining area without a licensing law covering this group is the District of Columbia.

The State Directors of Vocational Education, in a reply to a recent request from the Division of Vocational Education, Office of Education, Washington, D. C., submitted a list of full time preparatory programs in practical nursing supervised by the local and state educational author-

(Continued on page 36)

Around the Nation

GRAPHIC ARTS SCHOLARSHIPS FOR SUMMER SCHOOL

Graphic arts teachers throughout the nation will have an opportunity to compete for eight special summer school scholarships at Stout State College this summer, according to an announcement just released by the Education Council of the Graphic Arts Industry, Inc.

Made possible by a $2500 personal contribution from Elmer G. Voigt, Chairman of the Board, Western Printing and Lithographing Company, Racine, Wis., the educational awards will finance the attendance of eight printing teachers at Stout from June 23-August 1 for a course entitled, *Technical Problems in Graphic Arts.* Aim of the special course, which may be taken for undergraduate or graduate college credit, is to help improve graphic arts educational offerings in America's schools.

Eligible to compete will be teachers of printing with at least one year of teaching experience and no more than five. Application forms for the "Elmer G. Voigt-National Scholarship Trust Fund Teacher Summer School Scholarship at Stout State College" are now available from the National Scholarship Trust Fund of the Education Council of the Graphic Arts Industry, 5728 Connecticut Ave., N.W., Washington, D. C. Each scholarship is valued at $312.50.

PRENTICE-HALL ANNOUNCES $500 AG SCHOLARSHIP

AVA and book publisher Prentice-Hall recently announced the creation of a $500 annual scholarship in the field of agricultural education.

The award will go to a college senior, vo-ag teacher or other qualified college graduate who seeks graduate work in agricultural education.

Applicants may apply to the agricultural education department of any college or university offering such courses. The head teacher-trainer of institutions receiving applications may nominate one candidate to AVA Executive Secretary Dr. M. D. Mobley by July 1, 1958.

Recipient will be announced at the '58 AVA Convention in Buffalo, August 11-15.

J. LYMAN GOLDSMITH AUTHORS NEW INDUSTRIAL ARTS FILMS

Three films in a series of color motion pictures for industrial arts classes at the elementary, secondary, and adult levels are now available for preview and purchase from the producer, Educational Horizons. Each about one reel in length, they were written and directed by J. Lyman Goldsmith, Supervisor of Agricultural, Vocational and Industrial Arts Education, Los Angeles City Schools.

Soft Soldering, designed for junior high through adult general metal and electricity-radio classes, illustrates soldering techniques and uses on representative jobs.

Drill Press—Basic Holding Techniques describes accepted shop practices and safety techniques commonly used with the drill press.

Dickie Builds A Truck, for industrial arts activities in the elementary-level classroom, emphasizes a six-year-old child's use of basic hand tools and materials.

Further information and preview prints are available from Educational Horizons, 3015 Dolores St., Los Angeles, 65.

HOME SAFETY CHECK LIST NOW AVAILABLE

A joint American Vocational Association-National Safety Council Committee, under the chairmanship of Frances Champion, has developed a National Standard Check List for the Teaching of Home Safety together with an information sheet for the teacher.

The Check List has been several years in preparation. Each of several drafts has undergone severe and critical review. Preliminary drafts have been tested in classrooms over the nation. The final draft was submitted to top safety specialists for assurance of technical accuracy, and to leading educators for pedagogical soundness.

The Check List and Information Sheet have been printed by the National Safety Council and are ready for release.

Through the courtesy of Mrs. Lucile Bush, Director of the Consumer Education Department of Johnson's Wax, Racine, Wisconsin, national distribution of the Check List and Information Sheet will be made without charge, in quantities sufficient for class use, upon written request to Mrs. Bush.

THREE STATES EXPAND VOCATIONAL SCHOOL PLANTS

The Eugene Vocational School, Oregon, will have two new buildings ready for automotive, body and fender, and diesel and tune-up classes next September. Eugene's day-trade classes are now filled to capacity.

In Wisconsin, the Oconto Board of Vocational and Adult Education offered its first classes with Richard Krueger as Acting Director, last January.

And New Jersey reports that a new vocational and technical high school, located on the campus of Trenton Central High, opened last fall to offer training in 15 skilled and technical areas.

GRAPHIC ARTS ASSOCIATION PLANS 33RD CONFERENCE

The International Graphic Arts Education Association's 33rd annual conference on printing education will be held at Stout State College, Menomonie, Wis., August 3-7. Lloyd Whydotski will serve as program chairman.

THE KIND OF SCHOOLS WE NEED EVERYWHERE

Farm Journal, which goes to a circulation of approximately 3½ million American farm homes, has a March feature on area vocational education programs in two states.

Called "The Kind of Schools We Need Everywhere" the article should be of special help in acquainting the public with the services and nature of area vocational programs.

It is authored by Richard C. Davids, Associate Editor.

Reprints are available at the following prices: 25 copies, $1.00; 100 copies, $3.00; 1,000 copies, $25.00.

Order from Richard C. Davids, *Farm Journal,* Washington Square, Philadelphia 2, Pa.

WE SALUTE CONGRESSMAN JOHN FOGARTY

Congressman Fogarty

For his important role in making vocational education available to an ever increasing number of Americans, the *Journal* also salutes Congressman John E. Fogarty of Rhode Island in this April issue that salutes his native state.

A long time interested and important friend of the program, Mr. Fogarty was one of the first to receive AVA's Citation for Distinguished Service ('56).

A member of the House Appropriations Committee for the Departments of Labor, Health, Education and Welfare, he is noted for his strong support of measures and programs vital to the nation's security and well being.

AUTOMOTIVE INDUSTRY GRANTS $145,000 FOR SCHOLARSHIPS AND RESEARCH

The automotive industry has approved grants of funds totaling $145,000 to three universities for scholarships and research aimed at relieving the nationwide shortage of well-trained auto mechanics, Harry A. Williams, Managing Director of the Automobile Manufacturers Association announced recently.

Mr. Williams said the three institutions receiving funds are Wayne State University in Detroit, the University of Illinois and the University of Michigan.

The announcement was made at a luncheon news conference attended by officials of the three universities, representatives of the American Vocational Association and service managers of the automobile manufacturing companies.

Mr. Williams pointed out that the shortage of trained auto mechanics has grown alarmingly in the postwar years.

To get back to the 1950 ratio of one mechanic per 73 motor vehicles, he said, we will need to recruit 55 to 60 thousand new mechanics every year for the next 10 years. To hold our own at one mechanic per 87 vehicles, 40,000 a year will be needed—more than three times the number of mechanics being graduated from the nation's vocational schools today.

In addition, automotive engineering progress is constantly upgrading the skill and knowledge required of a good mechanic, he said.

Mr. Williams stated that the purpose of the new grants is two-fold: (1) to encourage capable students to prepare themselves to teach auto mechanics in vocational schools, and (2) to learn, through research, the qualities and aptitudes that make a good candidate for mechanic training.

Directed toward the first goal, he said, are grants of $2,500 each to Wayne State University and the University of Illinois, for scholarships to students studying to be automobile mechanics teachers.

The industry, he said, is hopeful that the action will stimulate similar scholarship grants by other industries or groups concerned with the shortage of qualified mechanics.

To accomplish the second goal, Mr. Williams stated, funds totaling $140,000 have been approved for use by the University of Michigan in conducting a seven-year research project to establish criteria for determining the qualifications of a good mechanic.

"Vocational educators have found that many students entering automotive programs are not really fitted for the trade and stand little chance of success. On the other hand, well-qualified students often are guided into other fields," he said.

This wasteful situation exists, he declared, because no tested criteria on which to base such judgments has been made available to student counselors.

The University of Michigan is contributing valuable staff services to the project. It will take seven years to complete because test students must be followed through their four-year vocational courses and early employment to determine the validity of the criteria.

Mr. Williams said the two projects are recommendations of the Automotive Industry-Vocational Education Conference, which has been working for 11 years to improve mechanic training in the schools and to increase the number and quality of young men entering the trade.

The Conference is a cooperative working group composed of representatives of the American Vocational Association and the Service Managers Committee of the Automobile Manufacturers Association.

W. F. STEWART AT COLORADO STATE U

Dr. W. F. Stewart, Emeritus Professor of Agricultural Education, Ohio State University, is serving as visiting professor in the department of Vocational Education at Colorado State University, Fort Collins.

Upon his retirement recently, Dr. Stewart was acclamed by his graduate students and many professional associates as "the teacher trainer in agricultural education who has contributed most to the program of vocational education in the United States."

What Is a Shop Teacher?

1. He is a person who helps youth satisfy one of the deep seated yearnings of mankind—to use tools. But he is concerned with more than thing making and tool-using. He is concerned with developing a talent in youngsters to create beauty and utility. He is also concerned with laying a foundation for an important activity—making a living.

2. He is a person who teaches with and about tools, machines and materials. In the middle grades, he may help pupils become acquainted with the fundamentals of electricity, machine shop, graphic arts, textile, plastics or woodworking. In the later grades, he may direct intensive courses to develop skilled artisans, trade, industrial or agricultural workers. Whatever he teaches, he is convinced that shop work has educational value and is a real contribution to the total school program.

3. He is a person who is proud of what he teaches. He looks at his subjects as no less, and no more, important than mathematics, English, science, or history. He helps pupils make discoveries in the shop that will be useful in other subjects.

4. He knows the truth, not the prejudgments, about pupils who come for shop practice. He knows they are not the "dummies" of the student body; but that in his classes are represented the able, the average, and the slow-learning. He knows he has pupils as facile with words as they are with tools.

5. He believes that good teaching involves careful organization. His demonstrations are well planned before class begins. He knows what the pupils are expected to learn, and he presents each point in the lesson so it can be understood by even the slowest learner.

6. His class procedure is organized so that each pupil is given a responsibility in the shop's administration. At appropriate periods these assignments are changed. By this means, each pupil develops a team spirit, and learns to carry responsibility.

7. He has an effective system of tool and material storage and distribution. Each piece of equipment has a definite place and everything is kept in its place. Thus the pupils learn to respect orderliness, an impression they will take with them into their work.

8. He is concerned with safe practices. In teaching, he emphasizes safety both in his demonstrations and while the pupils are at work. He sees that all safety devices in his shop are used properly, and he checks constantly to assure himself that his pupils are alert to hazards present in the shop.

9. He recognizes the value of a good shop library. He maintains a collection of recent printed materials related to his field. He refers his pupils to this material and develops within them confidence in the vaue of the printed page as a source of information. Above all, he is training them to seek out the solution to their own problems.

10. He is alert to the need for self-improvement. He keeps in touch with industry to make sure the practices he teaches conform to those used in modern plants. He returns to college at intervals to learn about new philosophies, or to confirm the philosophy to which he has been subscribing. He keeps himself informed; he tries to keep up with books and articles dealing with his specific field. (Based on suggestions by Thomas Diamond, Professor Emeritus, U. of Mich., and published in the Feb. 5, 1957 issue of *The Teacher's Letter*, an Arthur C. Croft publication.)

Associations and People—

DISTRIBUTIVE EDUCATION HAS TWO NEW STATE SUPERVISORS

Milburn Adams is the newly-appointed State Supervisor of Distributive Education in Arkansas, replacing J. C. Ruppert who is now State Supervisor of Trade and Industrial Education.

James A. Zancanella, Wyoming State Supervisor of DE, has been replaced by R. D. Andrews. Mr. Zancanella went to the University of Wyoming, Laramie, as Assistant Professor of Education.

C. M. MILLER HEADS KANSAS PHYSICALLY HANDICAPPED UNIT

C. M. Miller, former State Director of Vocational Education in Kansas and AVA Past President, is now Executive Secretary of the Governor's Committee on Employment of the Physically Handicapped in Kansas with offices at 401 Topeka Boulevard, Topeka.

Mr. Miller says:

"Society has come a long way in the 'care and repair' of its handicapped persons. Primitive peoples either destroyed them or abandoned them to perish. Modern society recognizes that it is not only humanly but economically good business to 'repair' them and to keep them employed. Society has need of the production of which they are capable. While they are producing taxable wealth they are not absorbing relief funds."

"There still exists certain prejudices in the minds of many employers against the employment of physically handicapped persons. There are also certain so-called roadblocks that make it difficult for handicapped persons to find employment.

"The objectives, function and purpose of the Governor's Committee on Employment of the Physically Handicapped are to overcome these prejudices and remove these road blocks."

PURDUE ANNOUNCES NEW STAFF MEMBERS

Alfred S. Drew, Robert H. Perry and Richard M. Outcalt recently joined the faculty at Purdue Univessity, Lafayette, Indiana.

Mr. Drew will work with groups in teacher training activities and teach courses in curriculum.

Mr. Perry will teach electricity in the department of industrial engineering.

Mr. Outcalt is the new machine-tool laboratory instructor.

CIEA RELEASES RECRUITMENT BROCHURE

A new brochure aimed at recruiting vocational teachers has just been released by the California Industrial Education Association under the title *"Why You Should Consider Teaching in Trade and Industrial Education."* The initial mailing will be made to all local, section and state CIEA officers.

The leaflet will be available in limited quantity to teachers and supervisors as an aid in recruiting new vocational teachers.

Attractively printed in two colors by L. A. Trade Technical Junior College, the leaflet was originally outlined by a UCLA summer session class taught by Harold McCarter, Supervisor of Trade and Industrial Education, Los Angeles City Schools. This important teacher recruitment device has been published by the state association as a professional service project.

NYU CONFERENCE STUDIES ART AND INDUSTRIAL ARTS

A Positive Approach to Problems of Art and Industrial Arts was the subject of a conference sponsored by the vocational education department and the art department of the School of Education, New York University, March 22.

Objective of the conference was to explore areas of common interest of art and industrial arts in philosophy, content, and application.

NEW STATE OFFICERS

ILLINOIS (Vocational Homemaking Teachers)—Doris L. Ray, Joliet, President; Mary Holmes, Champaign, Vice President; Elsie Buchanan, Lawrenceville, Secretary; Mrs. Nellie Claxton, Mt. Vernon, Treasurer; Mrs. Helen H. Collins, Morrison, Counselor.

TENNESSEE — Milton Mayo, Milan, President; David Jared, Winchester, Vice President for T & I; W. W. Burnett, Belleview, Vice President for Agriculture; Dorothy Adcock, Knoxville, Vice President for Home Economics: Kenneth Anderson, Nashville, Vice President for Distributive Education.

NEW JERSEY—Robert D. Joy, Trenton, President; Adam P. LaSota, Springfield, Secretary; Arthur White, Caldwell, Treasurer; Dr. Albert E. Jochen, Trenton, Adviser. Vice Presidents: William Evans, New Brunswick, Agriculture; Henry Sanzalari, New Brunswick, Vocational Guidance; Alvin Weitz, Bayonne, Distributive Education; Mrs. Anne Wedemeyer, Toms River, Home Economics; George Baxel, Bloomfield, Trades and Industry; Dr. M. Herbert Freeman, Montclair, Business Education; Harry Lesslie, Trenton, Life Membership.

PELICAN STATE GROUP WILL MEET AT SOUTHERN U

Eugene Harris, President, recently announced that the Annual Summer Conference of the Pelican State Vocational Association will be held at Southern University, Baton Rouge, July 8-11.

BLANCHE NECHANICKY HEADS PROFESSIONAL HOLIDAY

Blanche Nechanicky, Supervisor of Industrial Education, State Education Department, Albany, N. Y., has planned a Professional and Business Holiday in the Romance Countries of Europe for persons who can take a vacation in the late summer, August 22 through September 24. A diversified program, planned with the cooperation of the Cultural Travel Council of Simmons Tours in New York City, will emphasize cultural, recreational and social aspects.

The group leaving New York City by air on August 22, will visit Portugal, Spain, France and Belgium, returning to New York by air on September 24. The program will include sightseeing; visits to some of the unique spots often not included in conducted tours; relaxation at seaside and mountain resorts; and attendance at a bull fight in Madrid, the opera and theatre in Paris and the World's Fair in Brussels. Shopping in Paris in September will be a highlight. A more detailed itinerary and program may be obtained from Miss Nechanicky at the State Education Department, 23 South Pearl Street, Albany, New York.

Miss Nechanicky, who is President of the National Association of State Supervisors of Trade and Industrial Education, was the organizer and leader of the Cultural and Professional Improvement Holiday Abroad in the summer of 1956.

CONVENTION MARKS 40TH ANNIVERSARY YEAR OF NEW JERSEY VOCATIONAL AND ARTS ASSOCIATION

The 40th Annual Convention of the New Jersey Vocational and Arts Association was held at Asbury Park March 13-15 with Vocational and Arts Education for the Atomic Art as a theme.

Dr. Albert E. Jochen, Assistant Commissioner for Vocational Education was Chairman of a general meeting that presented Dr. Elmer C. Easton, Dean, School of Engineering, Rutgers University, whose topic was The World of the Future.

Dr. Semour L. Wolfbein, Chief, Division of Manpower and Employment Statistics, Washington, and Charles R. Crakes, Educational Service Department, DeVry Technical Institute, Chicago, were also main session speakers.

Dr. Frederick M. Raubinger, New Jersey Commissioner of Education, and other state officials extended greetings.

Sectional meetings were scheduled for a wide variety of special groups. Commercial and educational exhibits were on display at the Hotel Berkley-Carteret and Convention Hall.

Maury S. Bagby, American Technical Society, was Deck officer for The Ship's program.

Judging of the educational exhibits resulted in awards for the following schools: industrial arts, Princeton; fine arts, Moorestown; home economics, Jersey City; vocational schools, Bayonne; culinary vocational adult schools, Middlesex County; culinary vocational high schools, Bergen County; state teachers colleges, Montclair; state institutions, Wilson School of Jamesburg; vocational agriculture, Bergen County; county group industrial arts, Mercer; elementary industrial arts, Belmar; jewelry, Hillside; graphic arts, Ridgewood; combined groups, Union; and special group, Overbrook High in Camden.

AVA Executive Secretary Dr. M. D. Mobley and President R. E. Bass are shown with this group of state association officers who attended a regional workshop in Washington March 14-15. Seated at far right is Assistant Executive Secretary Lowell A. Burkett who has planned and conducted a number of similar sessions in various parts of the country this year.

Standing, at r., is Audrey Markley, AVA Membership Secretary. Seated at Mr. Burkett's right is his assistant, Bernice Anderson.

Chief purpose of the meetings is to strengthen state associations. Three more will be held this year—Atlanta, Ga., April 25-26; Concord, N. H., May 9-10; and Indianapolis, Ind., June 6-7.

A comprehensive report on the entire series of workshops will be presented at one of the meetings for officers of state associations at the Buffalo AVA Convention, August 11-15.

STATE OFFICERS PLAN '58 MEETING

Officers of state associations will have an extensive program at the Buffalo AVA Convention. The program is being developed by Ted Guth, Pa.; A. A. Himelick, Ind.; and Mrs. Mabel Harrison, Ky.

The first meeting will be concerned with the formal organization of the officers of state associations and setting up committees to report on topics of concern at a later session.

The second meeting will feature the presentation of reports of regional workshops.

A breakfast meeting will also be held for officers of state associations and the AVA Executive Committee. Membership achievement awards will be presented and committee activity reports will be given at this time.

MARK NICHOLS CANDIDATE FOR RURAL EDUCATION PRESIDENCY

Mark Nichols, State Director of Vocational Education in Utah and a Past President of the AVA is a candidate for the Presidency of the Department of Rural Education, National Education Association.

Voting is conducted by mail. Ballots will be sent out to all members by May 1 to be returned by May 21.

Mr. Nichols was Vice President of the organization in 1957.

VOCATIONAL-APPRENTICESHIP COMMITTEE ANNOUNCED

Definite plans for a joint vocational-apprenticeship committee to be composed of four or five state and local vocational leaders and an equal number of U. S. Bureau of Apprenticeship representatives, are underway.

The new group will meet several times a year to explore and develop plans for closer work relationships between vocational educators and apprenticeship officials.

AVA's T & I Policy and Planning Committee has given its full approval to this venture.

UNIVERSITY OF BUFFALO SCHEDULES PRE-CONVENTION WORKSHOP

The University of Buffalo will sponsor a pre-convention workshop on vocational education August 3-9, the week prior to the American Vocational Association meeting scheduled for Buffalo this year.

The theme will be *Vocational Education in the Space Age*. National leaders in the field of vocational education, including superintendents, directors of vocational education and state department personnel have been invited. Leaders in the scientific and engineering fields, representatives of the military, industrial and business leaders, sociologists, and others who may help to delineate major problems and issues also will attend.

Dr. William Small, Superintendent of Schools, Niagara Falls, a former director of vocational education and a recognized leader in this field, will be the workshop director. Dean Robert S. Fisk of the University of Buffalo School of Education and Dean Paul E. Mohn of the University of Buffalo School of Engineering will also be associated with the workshop. Dr. George E. Holloway, Jr., Associate Professor of Educational Administration, University of Buffalo will act as coordinator.

Changes in the objectives and programs of vocational education necessitated by changes in world conditions will receive major attention. Russian success in the missile and rocket fields has served to underscore these needs. American scientists have emphasized the need for large numbers of trained technicians. Vocational and technical education on the secondary level could make a vital contribution in this area, and the workshop will address itself to this problem.

The University of Buffalo is attempting to secure foundation funds to insure the participation of leaders of national importance and the publication of the accomplishments of the workshop.

Inquiries should be addressed to Dr. George E. Holloway, Jr., Cooke Hall Basement, University of Buffalo, Buffalo 14, New York.

NEW JERSEY DE TEACHERS ORGANIZE

Alvin Weitz, Bayonne Senior High School, is President of the newly organized New Jersey Association of Distributive Education Teachers.

Other officers are: Joseph D. Farrell, Red Bank High School, Vice President; and Robert L. Klein, North Plainfield High School, Secretary-Treasurer.

The Executive Board includes Gary Moore, Point Pleasant Beach High School; Jack Abrahamson, Bridgeton High School; Robert D. Joy, State Supervisor of Distributive and Business Education; and Dr. Albert E. Jochen, New Jersey Assistant Commissioner of Education.

TRUMAN G. DELL

Truman G. Dell, Supervisor of Industrial Teacher Training in the Buffalo office of the New York State Department of Education since 1953, died March 19. He had been ill for about two months.

Mr. Dell was formerly a teacher of auto mechanics at Burgard Vocational High School in Buffalo. He co-authored *Brake Work for Automobile Mechanics.*

STANLEY I. CRAFT

Stanley I. Craft, 50, President of the North Carolina Vocational Association and Coordinator of Distributive Education, Durham City Schools, died January 23 after an illness of three months.

A native of Radford, Va., he attended Virginia Military Institute and had received degrees from the University of Richmond and Duke University. He had done further study at the University of Southern California and the University of North Carolina.

Beginning his teaching career at the Georgia Military Academy, he had taught in the public schools of South Boston and Roanoke, Va. Prior to coming to the Durham schools he had been employed in sales and credit work in some of the large department stores in Virginia.

Mr. Craft was a member of the Kiwanis Club, the Durham Sales Executive Club, Phi Gamma Delta and Phi Delta Epsilon. He was also active in state and national educational organizations. During World War II he served with the U. S. Navy with the rank of lieutenant commander.

During the eight years he was with distributive education in Durham City his students won two first honors and one third honor in national DECA competitions and numerous state and district awards.

E. K. JENKINS

Everett Kelley Jenkins, former Assistant Director of the Bureau of Apprenticeship, U. S. Department of Labor, died February 28, about one week after he suffered a stroke.

A graduate of the University of New Hampshire, Mr. Jenkins as a young man worked for the Lunt-Moss Company of Boston as a master mechanic. He taught machine shop in the Bangor, Maine vocational school for two years; then served as Maine State Director of Vocational Education for four years. From 1924-33 he was Training Director for the Wallpaper Manufacturers' Association in New York City. In 1933-34 he directed training for salesmen in Wisconsin.

From 1934-40, Mr. Jenkins handled several government assignments. He also served Structural Clay Products Institute as Training Director and Masons Relations Representative for three years. He joined the Bureau of Apprenticeship staff in 1940 in Boston, serving the six New England States and New York. Shortly before his retirement in 1955 he was given the Department's Distinguished Service Award for originating multi-state apprenticeship conferences.

Active throughout his career in AVA affairs, he held a Life Membership.

New Books

How to Be a Better Member, by Horace Coon. Signet Key Book, The New American Library of World Literature, Inc., 501 Madison Ave., New York 22, N. Y., 1956. 128 pages, 35 cents.

A guide for everyone who belongs to a club, this booklet gives simplified rules for every kind of meeting as well as basic rules of parliamentary procedure.

* * *

American Cooperation with Higher Education Abroad, a Survey of Current Programs, by Paul S. Bodenman. Office of Education, Department of Health, Education, and Welfare, 1957 Order from U. S. Government Printing Office, Washington 25, D. C. 211 pages, 75 cents.

Produced with the cooperation of the Inter-Agency Committee on the President's Baylor Proposals, this survey of existing international educational programs is a first step in carrying out the proposal of the President for American universities and foundations to help develop educational opportunities abroad.

* * *

Federal Labor Laws and Agencies, Bulletin No. 123 (revised). Bureau of Labor Standards, U. S. Department of Labor. Order from U. S. Government Printing Office, Washington 25, D. C. 119 pages, 40 cents.

This is a layman's guide to important federal labor laws and regulations providing safeguards for employees in private employment.

* * *

Illinois Looks to the Future in Higher Education. Report of the Higher Education Commission to the Governor and Legislature of the State of Illinois. Higher Education Commission, 87th St. and South Lake Shore Drive, Chicago 37, Ill., 1957. 219 pages.

The Commission's investigation of the problems facing Illinois higher education, public and private, occasioned by the great increase in enrollments in the next decade, is reported here.

* * *

Outdoor Education for American Youth, prepared by a Committee of the American Association for Health, Physical Education, and Recreation. The National Association of Secondary-School Principals, 1201 16th St, N.W., Washington 6, D. C., 1957. 295 pages, $1.50.

An attempt has been made here to incorporate the best thinking of outdoor education leaders and school administrators responsible for developing successful programs.

* * *

Trends in Significant Facts on School Finance. Office of Education, Department of Health, Education, and Welfare, 1957. Order from U. S. Government Printing Office, Washington 25, D. C. 77 pages, 60 cents.

Basic data contained in this circular give a picture of the trends in population and wealth, school revenue, school personnel and districts directly involved in the public school enterprise. School expenditures are analyzed.

Bulletin of Education, University of Kansas. University of Kansas Publications, School of Education, Lawrence, Kansas, 1957. 106 pages

Thirty-one Kansas educators contributed to this issue which should be of special value not only to administrators and supervisors but to those who teach social studies or English.

* * *

Principles of Electrical Measurements, by H. Buckingham and E. M. Price. Philosophical Library, Inc., 15 E. 40th St., New York 16, N. Y., 1957. 600 pages, $15.

Chief purpose of this book is to provide a knowledge of the principles employed in making electrical measurements and to explain the methods of their application.

* * *

Complete Secretary's Handbook, by Lilian Doris and Besse May Miller. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y., 1957. 570 pages, $4.95.

Complete and reliable, this guide includes eight book-size sections, helpful not only for beginners but veterans as well. It is authored by two former secretaries.

* * *

Women in the Federal Service—1954, Women's Bureau, U. S. Department of Labor, Washington 25, D. C., 1957. 15 pages, 15¢. Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Giving information about the more than half million women working for the federal government, this pamphlet shows how job opportunities have improved and increased. This should be of interest to young women searching for a full time career.

* * *

The American Student and the Non-Western World, by Vera Micheles Dean. Harvard University Press, Cambridge, Massachusetts, 1956. 28 pages, $1.50.

In this publication of one of the Inglis Lectures at Harvard, the author stresses the importance of gaining insight into the thoughts of non-Western peoples and sets forth concrete suggestions for the establishment of an Institute for Non-Western Training to create conditions of peace through mutual understanding.

* * *

Machines for Power Farming, by Archie A. Stone and Harold E. Gulvin. John Wiley & Sons, Inc., 440 Fourth Avenue, New York 16, N. Y., 1957. 616 pages, $5.95.

Emphasizing the close relation of the machine and its power, this work covers in detail all the basic and most essential machines of modern agriculture.

* * *

The Art of Making Mosaics, by Louisa Jenkins and Barbara Mills. D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, New Jersey, 1957. 132 pages, $5.95.

For every hobbyist and craftsman, here is a thorough and fascinating introduction to a rewarding, age-old craft, offering complete guidance to the beginner and professional artist, with helpful diagrams and photographs.

The Coal Industry, by M. Edmund Speare. Bellman Publishing Co., P. O. Box 172, Cambridge 38, Mass. 38 pages, $1.00.

This, one of a series of monographs for use in guidance activities, includes material on the history of the industry, qualifications and training for employment, opportunities, earnings and sources of further information.

* * *

Cases in Retail Management, by Malcolm P. McNair, Elizabeth A. Burnham and Anita C. Hersum. McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 36, N. Y. 806 pages, $10.00.

This Harvard case book offers new material and ranges over most of the areas in which retail executives have to make decisions, taking cognizance of recent developments. A section on retail merchandising arithmetic is included.

* * *

Silk Screen Printing, by James Eisenberg and Francis J. Kafka. McKnight & McKnight Publishing Co., Bloomington, Illinois, 1957. 91 pages, $1.50.

Valuable for the hobbyist or student of printing, the basic information and techniques presented here, simply worded and easy to understand, deal with new developments and project suggestions.

* * *

Atomic Energy Facts, by the United States Atomic Energy Commission, Nuclear Technology Series, 1957. 216 pages, $2.00. Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

A summary of atomic activities of interest to industry, this is intended primarily as a source book for industrial management. It will also prove useful to teachers, writers and others interested in this subject.

* * *

Bookkeeping and Accounting, by M. Herbert Freeman, J. Marshal Hanna and Gilbert Kahn. McGraw-Hill Book Co., Inc., 330 West 42nd St., New York, N. Y., 1958. First Year Course, second edition, 499 pages; Advanced Course, 408 pages.

This second edition and new advanced study is a clear and simple presentation of bookkeeping theory and application with numerous practical problems.

* * *

Educators Guide to Free Tapes, Scripts and Transcriptions, by Walter A. Wittich and Gertie Henson Halsted. Educators Progress Service, Randolph, Wisconsin, 1958. 206 pages, $5.75.

A cyclopedic, professional service for the convenience of educators, this is a fourth edition.

* * *

Some Observations on American Education, by Robert M. Hutchins. Cambridge University Press, 32 East 57th St., New York 22, N. Y. 112 pages, $2.75.

Based on lectures delivered to British universities, here are analyses of the mental assumptions behind the organization of American education.

Teacher Supply and Demand in Colleges and Universities, 1955-56 and 1956-57. 1201 16th St., N.W., Washington 6, D. C., 1957. 76 pages, single copies free.

Here is a study conducted by NEA's Research Division (with financial assistance from the Fund for the Advancement of Education) with the purpose of providing administrators with a new set of facts to support pleas for financial resources, providing a body of up to date information for counselors and students, and stimulating interest in teaching as a profession.

* * *

The Practical Pedagogue, by Harold S. Bostwick and Clayton E. Buell. The Chilton Co., 56th and Chestnut Sts., Philadelphia, Penna., 1957. 68 pages.

This is a second edition of a manual for teachers in vocational education, dealing with practical techniques, record keeping and the use of instructional aids.

* * *

How To Drive. American Automobile Association, 1712 G St., N.W., Washington, D. C., 1957. 122 pages, $1.00; for schools, 75 cents.

Aimed at experienced drivers who wish to improve, here is a booklet presenting techniques on how to drive economically, enjoyably and safely.

* * *

Shop Tools Care and Repair, by De Witt Hunt. D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, New Jersey, 1958. 252 pages, $4.20.

This book has been planned as a guide to teachers of shopwork, as a reference on care of shop equipment, as a text book for high school and college shop classes, as a manual for operators of commercial shops and a handbook for home workshop owners.

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Cooperative Education and the Impending Educational Crisis, by panel members. Thomas Alva Edison Foundation, Inc., 8 West 40th St., New York 18, N. Y., 1957. 39 pages.

These selections from panel discussions give highlights of the conference on this subject, May 23-24, 1957, Dayton, Ohio, sponsored by the Thomas Alva Edison Foundation, as one part of its program of bringing industry and education together to work on pressing problems of education. The Foreword is by Charles F. Kettering, Foundation President.

GROWTH IN BASIC PREPARATORY PROGRAMS FOR PRACTICAL NURSES

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ities. According to the 1957 report, there are 311 programs now under vocational education auspices as compared with 162 such programs in 1952. This indicates a growth of almost 50 percent within the last five years.

There has been an even greater growth in the number of graduates from these programs. In 1952, there were 3,565 practical nurses graduated from programs under all auspices. In 1956, graduates from all practical nursing preparatory programs totaled 10,641, an increase of 200 percent in a period of only four years. Early reports from programs in 1957 show evidence of an even greater number of students completing the course in practical nursing than the year previous.

In addition to the full time preparatory programs in practical nursing, many public schools are offering extension courses for licensed practical nurses interested in increasing their knowledge in specific areas of nursing helpful to them in their work. Courses in which there is considerable interest include: care of medical and surgical patients, administration of medications, obstetrical nursing, care of the mentally ill patient and operation room technique.

A REVIEW in basic nursing is still being offered for practical nurses who have been licensed by waivers and who are eager to receive organized instruction to supplement the knowledge acquired through experience. The actual number of such programs offered in extension and post graduate work is difficult to determine. Of many factors influencing the offering of courses, several standout. They include: the multiplicity of groups under whose auspices courses are given; the variation in course content; and the length of time assigned to each area of training. Practical nurse educators in the states seem to manifest interest in this type of program; especially is interest high in those states where licensing laws have recently been enacted or amended.

The table presented on page .... includes information on basic preparatory programs in practical nursing. It does not include extension or post graduate courses.

Changes have been occurring in the type of candidate applying for admission to the basic programs in practical nursing. While many geographical areas still continue to draw a major portion of candidates from the ranks of mature women, a decided drop in the average age of candidates is noted in other sections of the nation where increasing numbers of 17 to 19 year old girls are showing interest in this vocation. Along with this movement is found the trend towards establishing practial nursing in the high school curriculum. There is a wide variation in the way these programs are set up. All include the course content and clinical experience required by the State Board of Nurse Examiners in order that these programs will meet the requirements for Board approval. The graduates of these high schools, upon completion of their practical nursing course, are eligible to take the licensing examination for practical nurses in their state.

THE GROWTH OF practical nursing programs over the past few years has been phenomenal. While it is to be expected that such growth will level off, the need for large numbers of graduate practical nurses still continues. Hence, every effort should be made to establish programs in areas not now being served and to expand the existing programs in localities to meet more fully community needs.